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ABSTRACT

This packet of information contains materials that will answer many questions about Teaching English to Speakers of Other Languages (TESOL). Individual sections cover the definition of TESOL and other acronyms in the field, what is an English-as-a-Second-Language (ESL) professional, how to get started, and qualifications and opportunities. Specific articles include: (1) "What Employers Want in an ESL/EFL Teacher" (Lynn Henrichsen) and (2) "Overseas Salary and Benefits: Questions To Ask, Answers To Have" (Lynn McNamara). Other sections deal with worldwide training program directories and correspondence courses in teacher training, job placement and referral sources, and employment contacts by country. TESOL articles on teaching in Japan, Korea, Czechoslovakia, and Portugal include general information on teaching English outside of the United States. Intensive English programs, international schools, and foreign agencies are listed, and a copy of the "State Certification Requirements for Teaching English to Speakers of Other Languages in the U.S." is included. TESOL worldwide affiliates are listed, and a brief bibliography of necessary books is offered. (NAV)

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Making a career choice

Teaching English to speakers of other languages in the United States and around the world

FL 023 337

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WELCOME TO TESOL!

This packet of information has been prepared for people like you who are interested in entering the exciting and rewarding field of teaching English as a second or foreign language. It is said that over one thousand million people speak or are learning English in the world today. The demand for teachers increases continually, and the range of locations where teachers are needed is enormous.

People want to learn English for numerous reasons: study in an English speaking country, travel, business, government relations, employment, and in many cases, just to live day by day. Who teaches all these would-be learners?

Both inside the US and around the world, as the demand for English has risen, so has the profile of the profession which teaches it. "TESOL" has become a profession of qualified and experienced teachers who make the teaching of English as a second or foreign language a career. Many people not yet teaching in the field think, "I speak English, and therefore, I can teach English." In many places outside the US, this is true. People who are interested in teaching on the side in order to travel outside the US can often find a job — somewhere—usually by providing conversation practice. However, as the number of trained teachers increases, opportunities for unqualified teachers have decreased drastically.

Training in teaching English as a second or foreign language certainly increases your marketability for finding jobs. However, there are other important reasons for seeking this specialized training. While some few may be "born" teachers, the prospective teacher can learn skills to use when faced with eager learners in a classroom. As the profession has grown, so has the range of approaches and materials available. Even a short introductory course can provide the teacher-in-training with the basic methodologies. Just as important, such training can make the teacher confident that he or she is providing the students (who have probably paid for the course) with the best possible instruction.

This packet contains materials that will answer many of your questions about teaching English as a second or foreign language. The world is so large and the opportunities so varied, that it is difficult to answer every question, especially about hiring practices and salaries across the US and around the world. Hopefully, the general information in this packet will at least get you started as you pursue the opportunities.

For someone interested in working with people from other cultures and language backgrounds, knowledgeable about the English language, and committed to teaching, teaching English as a foreign or second langauge can be a satisfying and rewarding career. Welcome to the world of TESOL!

TESOL Field Services Department

Making a career choice

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What is TESOL?

(TESL, TEFL, ESL, EFL, ESOL . .?)

People who are not familiar with the TESOL profession are confused by the many common acronyms often used interchangeably.

TESOL TESOL, Teaching English to Speakers of Other Languages, is used in the US for the degree one obtains to become a teacher in the field. For example, one may get a Master's Degree or a certificate in TESOL.

TESOL also refers to the name of the professional association,TESOL, which represents over 23,000+ teachers, teacher trainers, researchers, materials writers, curriculum developers, and program administrators involved in teaching English to speakers of other languages.

ESL ESL is used for programs in English-speaking countries where students learn English as a second language in the environment of native speakers where there is a real need to use English for communication, study, and work. Examples are adult programs in communities and community colleges in the US, where students are permanent residents (immigrants and refugees) but do not speak English as a first language.

EFL EFL is used for English programs in non-English-speaking countries where English is not used as the lingua franca and where students may learn English for business and tourism. It is also used in US universities where students need English to complete academic study before returning to their own countries.

TESL/ TEFL TESL and TEFL are commonly used in the United Kingdom and outside the US. TESL programs are for students learning English as a second language for daily living, as by immigrants in English-speaking countries. TEFL programs are for students learning English as a foreign language in countries where English has no official status.

TESL and TEFL are also used for teacher training programs in the United Kingdom and Canada. For example, one may get a certificate, diploma, or Master's degree in TESL or TEFL.

ESOL ESOL (English to Speakers of Other Languages) is used in the US for English programs in the public schools, at the elementary and secondary levels.

TOEFL The "TOEFL" is the Test of English as a Foreign Language, administered around the world and in the US to internationals making application to US universities.

IATEFL IATEFL, International Association of Teachers of English as a Foreign Language, is an association based in the United Kingdom that brings together teachers of English as foreign or second language. IATEFL has headquarters in the UK with national branches established in other countries.

The ESL Professional

Desired Characteristics for Various Positions

Adapted from an article by Martha Pennington NAFSA Newsletter, October, 1990.

A career in TESOL (Teaching English to Speakers of Other Languages) offers many opportunities in a variety of job positions. While ESL/EFL professionals in these positions share a variety of general characteristics, they are also expected to demonstrate certain specialized skills which develop through experience in the field. The person considering the field of TESOL, can benefit by knowing the desired characteristics of professionals in the various positions and the possibilities for career development.

Characteristics. As a basic requirement, the ESL/EFL professional has specialized training in the field of TESOL, usually at a graduate degree level. The competence of the ESL/EFL professional developed through such specialized training includes the following elements:

- the nature and variety (social, regional, functional) of language in general and the English language in particular;
- the interaction of language and culture;
- the nature of second language acquisition; and
- principles and practices of language teaching.

In addition, the ESL/EFL professional has studied a foreign language, has had experience living or traveling in international settings, and demonstrates certain personal characteristics, as follows:

- confidence and leadership;
- maturity and flexibility of outlook;
- sensitivity to individual differences and needs;
- cross-cultural knowledge and experience;
- awareness of other areas related to foreign student affairs (e.g., immigration policies); and
- interest in continuing professional development and ability to foster this same interest in those under supervision (i.e., students, teachers, orother staff members).

Specialized Skills. ESL/EFL professionals are also expected to demonstrate certain specialized skills relating to their particular jobs. Most professionals begin their careers as teachers.

Teacher. An ESL/EFL teacher should maintain up-to-date knowledge and a high level of skill in these areas:

- classroom presentation and management skills;
- lesson planning and course design;
- ESL methods and materials;
- English language phonology, lexicon, syntax, and pragmatics; and
- methods of assessing student performance.

As in the case of the other ESL professionals with whom they work, teachers must be able to communicate skillfully in face-to-face interaction and in writing with:

- people of different cultures; and
- people at different levels within and outside the organization, including curriculum specialists, teachers, students, and administrative staff members.

Curriculum Coordinator/Supervisor. Many professionals, after years of experience in the field, may become involved in curriculum coordination and supervision of other teachers. In addition to possessing the skills of the classroom teacher, the coordinator/supervisor must maintain a high level of skill in other professional areas:

Continued

- development and review of ESL curriculum, methods, and materials;
- group process for conducting meetings with students and teachers;
- testing, placement, and evaluation of student progress;
- hiring, orientation, training, observation, and evaluation of teachers; and
- collection, management, and dissemination of information on program initiatives, educational resources, and trends in the field.

Since a major part of the job involves interacting with others, the coordinator/supervisor should demonstrate effective oral and written communication with

- people of different cultures; and
- people at different levels within and outside the program, including curriculum specialists, students, sponsors, teachers, and administrative staff.

Program Director. It is expected that the ESL/EFL program director has had more extensive experience as a teacher/coordinator/supervisor, etc. In addition to the skills developed in those positions, the director must have knowledge and skill in the following professional areas:

- implementing ethical practices in student recruitment and disseminating accurate information about program services;
- managing budget, personnel, information, and procedures;
- implementing fair practices in hiring and evaluation;
- fostering professional development of teachers and staff;
- developing and evaluating ESL curriculum, methods, and materials; and
- administering a reliable and valid process for testing and placement of students.

The effective program director will also be a skilled communicator, demonstrating effective oral and written communication with

- people of different cultures; and
- people at different levels within and outside the program, including higher level authorities, sponsors, students, teachers and administrative staff members, teacher trainers, community members, professional organizations, other colleagues associated with international education, and interest groups whose mission impacts on the program or the field at large.

In addition to the positions described above, a career in TESOL offers opportunities in other specific areas: writing materials, developing and working with computer-assisted language learning and video, carrying out language research, doing teacher training, among others. The field of TESOL can offer a lifetime of professional development in a vital and growing field of education.

Qualifications and Opportunities for Teachers of ESL/EFL

Teaching English as a second or foreign language offers varied employment opportunities both inside and outside the United States, but available opportunities depend on a person's qualifications.

Qualifications

Bachelor's Degree: A bachelor's degree is considered the minimal qualification for employment. Professional training beyond a bachelor's degree is strongly suggested. An acceptable education program for teachers of ESL/EFL includes courses covering the English language (the grammatical, phonological, and semantic systems), pedagogy (methodology, second language assessment, practice teaching), and the learning of another language and its cultural system.

State Certification: ESL teacher certification or endorsement is required in most states for teaching ESL at the elementary and secondary levels in public schools in the US. Certification requirements can be obtained from state departments of education. Required courses are offered through university teacher training programs. Credentials are usually reciprocal from state to state. TESOL's *Directory of Professional Preparation Programs in the United States* lists state certification/endorsement licensure requirements as of Spring 1992.

Certification in the US: A certificate is usually 18-21 college graduate credits and is offered by many universities with teacher training programs. A person holding a US certificate is considered competent to teach in adult education programs, private English language programs, and some community colleges. The US certificate is also adequate for some positions outside the US.

Training in the United Kingdom: A variety of short-term (from four weeks to three months) certificates are offered (RSA, Cambridge, Trinity). For a complete listing of these courses, one should refer to the *EFL Careers Guide*, published by EFL Limited, 64 Ormly Road, Ramsey, Isle of Man. A few schools that offer similar short-term training are now appearing in the US. (See information included later in this packet.)

Master's degree: Master's degrees in Teaching English to Speakers of Other Languages (TESOL) are offered by many US universities. Master's degrees may have different names: M.Ed. in TESOL, M.A. or M.S. in Linguistics, M.A. in English with an emphasis in TESOL, M.A.T with emphasis in TESOL. Master's degrees usually require 30-36 hours of credit depending on whether a thesis is an option. A quality program includes some supervised practice teaching.

A professional with a master's degree, in addition to classroom teaching, will be prepared to develop curriculum, administer programs, and write materials, especially if he/she has also had teaching experience.

US universities offering certificate, Master's, and Ph.D. programs are listed in TESOL's *Directory of Professional Preparation Programs in TESOL in the United States.*

Opportunities

Outside the US: Those with no experience or training can often locate entry level positions in countries such as Japan, Korea, and Taiwan. Pay scales tend to be low for untrained people but sufficient to live on for a year or two. It is often easier to obtain such positions from within the country of choice.

Native speakers of English can often obtain tutoring positions and free lance their teaching in countries where English is not the first language. However, it can be difficult to earn a living, particularly in large cities and world capitals, with this approach. Also, more and more countries, particularly those in western Europe, have restrictive employment policies and visa policies. The US embassy in the capitols of these countries can often help to overcome these barriers. Teaching English in less-developed countries, and now in East Central Europe, is also possible, but one must be willing to live at the local standards.

Continued

Experienced, trained teachers are more and more in demand. Those with minimal training (a certificate from the US or the UK) may be considered for classroom teaching positions. Those with a Master's degree will be more competitive on the job market. Salaries will be higher, with benefits and travel support. Many organizations, including TESOL's Placement Service, offer information on opportunities for teaching abroad.

Inside the US: There is a growing need in elementary and secondary schools and in adult education in regions where immigrants and refugees have impacted local communities. School districts and adult education programs in southern California, Florida, Texas, New York, Chicago and other urban areas need trained ESL teachers.

In most states, ESL teachers are now required to have ESL certification or endorsement. Information about certification must be obtained from each state. Some states also require certification for teaching in adult education programs. In other states, a certificate or a Master's degree may be required. Public school teaching (K-12 and adults) provides the most opportunity for teaching, and offers the most secure employment conditions in the United States. In many states where emphasis is on bilingual education, appropriate training is required.

In higher education, opportunities exist in community colleges, universities, and intensive language institutes. For these positions, a Master's degree is usually necessary. In some locations more part-time than full-time positions are available. Teaching experience outside one's country is often a great advantage in seeking employment in higher education in the US. Teachers who have lived and taught outside the US have a better understanding of international students studying in higher education in the US.

Becoming A Professional

Teaching English as a second or foreign language is a field that has developed greatly in the past 20 years. For someone interested in working with people from other cultures and language backgrounds, with knowledge about the English language and a commitment to teaching, teaching ESL or EFL can be a rewarding career.

Experienced teachers enhance their careers by developing materials, administering programs, and contributing to the profession. They may advance academically by pursuing a PhD degree, getting involved in language research, presenting papers at conferences and seminars, and writing for professional publications. Joining TESOL and the over 23,000+ members it represents, or joining one of 78 local or regional affiliates, can put the ESL professional in touch with the larger profession around the world. ✿

What Employers Want in an ESL/EFL Teacher

by Lynn Henrichsen, Brigham Young University-Hawaii

What do employers look for in a prospective ESL/EFL teacher? What skills and knowledge do they expect a graduate of a TESOL teacher-preparation program program to possess? And-addressing essentially the same issue from a different perspective-what aspects of their professional training do graduates of such programs value most highly after they have experienced the real-world challenges of teaching English to speakers of other languages?

To get answers to questions like these, two surveys were conducted under the auspices of the TESOL program at Brigham Young University-Hawaii. The information gathered is both interesting and useful-for teachers looking for a job in ESL/EFL, or for people trying to find a teacher-training program that will provide suitable professional preparation.

Survey One: TESOL Educators and Employers

The first survey gathered opinions from 153 TESOL educators and employers in 30 countries around the world. The questionnaire asked them to evaluate the importance of four general areas and 60 specific topics in the preparation of teachers of English as a second/foreign language.

The four general areas were education, literature, linguistics, and TESOL methods and materials. Overall, as well as within various sub-groupings of respondents, the methods and materials category received far and away the highest rating. Literature, on the other hand, was consistently rated least important, while linguistics and education shared the middle positions.

These findings lead to a pair of simple recommendations: Whatever teacher-preparation program you enroll in, be sure to get ample training in the methods and materials used in teaching ESL/EFL. Then, as you present yourself to prospective employers, emphasize those aspects of your preparation.

In addition to the four general areas, a large variety of specialized ESL/EFL teacher-preparation topics were also rated. The pattern of responses to these items provides more particular information which can help you make informed decisions regarding your preparation to enter the TESOL job market.

Of the 60 items dealing with specialized topics, the top ten overall are:

1. specific training in how to teach listening comprehension.
2. training in TESOL materials selection and evaluation.
3. specific training in how to teach ESL/EFL reading.
4. intercultural understanding.
5. student teaching experience.
6. specific training in how to teach ESL/EFL writing.
7. specific training in how to teach ESL/EFL conversation.
8. specific training in how to teach pronunciation.
9. an understanding of the language learning process, and
10. a knowledge of general, introductory linguistics.

"Specific training" items in how to teach particular language skills clearly dominated this list. In fact, half of the top 10 items were of this type. Job-seeking ESL/EFL teachers' employability should increase as they make their expertise in these areas known.

Continued

At the bottom of the list, several of the 10 items rated least important by prospective employers dealt with literary topics, such as American literature, British literature, Shakespeare, literary analysis and criticism. The unavoidable conclusion is that interesting and humanizing though they may be, literary studies (which have traditionally formed the core of many English teacher's preparation) carry little weight in the world of TESOL.

The rankings of particular items within topical categories were also revealing. For example, in the linguistics category, language learning and general introductory linguistics shared the top two positions, followed by phonology, syntax, and language acquisition. Unfortunately, space limitations do not allow discussion and analysis at a detailed level here. Those interested in such information should consult the references listed at the end of this article.

Survey Two: TESOL Program Graduates

More recently, a second, related survey was conducted to obtain information from graduates of BYU-Hawaii's TESOL program regarding the usefulness of specific areas they had studied in the course of their professional preparation. Of the 45 respondents, about half were native speakers of English. Approximately one third were from the United States, one third from Asia, and one third from Pacific countries. Since graduation, three-fourths of the respondents had been employed teaching English to speakers of other languages, and most of the rest have worked in some other education-related position.

The pattern of responses from these TESOL program graduates was similar to the one found in the first survey of experienced educators and employers. Training in methods and materials received the highest "usefulness" ratings. Topping the list in this category was practice teaching. It was followed closely by instruction in methods for teaching pronunciation, methods for teaching speaking (conversation), classroom management and discipline, methods for teaching listening comprehension, methods for teaching writing, materials adaptation, second-language testing, and methods for teaching reading.

The listing of the second 10 "most useful" items included several more methods and materials topics (such as methods for teaching vocabulary, materials production, and methods for teaching culture.) They were joined by a number of items dealing with language acquisition (such as, process of language learning, L1 influence in L2 acquisition, and age differences in language acquisition).

As in the first survey, the 10 items rated "least useful" dealt with various specialty areas in literature and grammar. Transformational grammar received the dubious distinction of coming in last in the ranking of all 40 items. In contrast, however, "grammar for teaching (pedagogical grammar)" received a much higher usefulness rating, ranking fourteenth.

Parting Remarks: Limitations and General Recommendations

Of course, surveys of this nature do not and cannot answer the philosophical question of whether the preparation that TESOL employers say prospective teachers need is what will really serve them best. It can certainly be argued that a solid theoretical background in more general and abstract areas is most useful in the long run, inasmuch as it helps teachers understand, evaluate, and properly apply the more "practical" classroom techniques. Nevertheless, while this debate over theory vs. practice may never be resolved, the results of these two surveys make one point very clear-when presenting yourself to prospective employers, it is generally wisest to emphasize the practical aspect of your preparation.

Admittedly, survey results paint a generalized picture, while in reality the demands placed on a TESOL professional vary greatly from one job to another. To maximize your chances of getting the position you want, there is no substitute for finding out (in advance) your target program's particular objectives, emphases, and needs and then fitting your preparation to them. If, however, you have no special target position presently in mind, the findings of these surveys regarding the types of training that employers and experienced professionals generally consider most useful can provide valuable guidance as you embark on your career in TESOL.

Continued

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Additional suggested reading

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How to Get Started

Teaching English as a Second Language In the United States

Americans with undergratudate degrees in liberal arts often ask about teaching English as a second language in the United States (or sometimes another English-Speaking country as well).

Teaching English as a second language is not the same thing as teaching it as a first language. There is a methodology and a foundation of knowledge for this inter-disciplinary field of study: linguistics, second language acquisition, education, psychology, sociology, testing and measurement, anthropology, etc.

There are many teaching opportunities in public schools (K-12 and bilingual education programs), adult education programs, private language schools, colleges and universities in the US. Individuals sometimes enter the field by obtaining part-time or volunteer teaching or tutoring positions.

An undergraduate degree, preferably in a foreign language or English, is a preferred foundation. However, qualified teachers have entered the profession with various undergraduate degrees and work experiences.

For those wishing to pursue a career teaching English as a second language in the United States, here are some suggestions.

1. Decide what level you want to teach. Different qualifications are required for teaching children and adults. Within the adult population, different qualifications are required for teaching in adult education (community based) programs and in higher education (academic programs in community colleges and universities).

2. Call the local university where you live to learn about the field and about course and degree possibilities in teaching English as a second language. One can begin to meet other students and professors who become contacts who can help locate a teaching position later.

3. Purchase TESOL's ***Directory of Professional Preparation Programs in TESOL in the United States***, which lists US institutions offering teacher training programs (BAs, certificates, certification, MAs and PhDs) in TESOL. The Directory includes program descriptions, tuition, terms, courses, faculty, scholarships, etc.

4. Do some introductory reading in the field. TESOL offers *TESOL Matters*, a journal, and a research quarterly to its members; all publications are useful resources. Borrow these materials from a professor at the local university or simply read them at a nearby university library if you aren't a TESOL member. Membership in TESOL, however, is an excellent introduction to the field.

   Enclosed is a bibliography of recommended teacher training texts, one of which may be useful to the newcomer in the field. Again, a local university library or bookstore, as well as a professor in that institution, would help you to locate the materials.

5. Contact the nearby TESOL affiliate where you live to learn when its next conference might be. A TESOL affiliate is an autonomous organization, with a separate membership from TESOL. It is the local professional organization that complements the work and services of the larger, international organization. Membership fees are usually under $20, so they are more accessible to people interested in learning more about the field. Networking is important too. By attending a conference, one can meet individuals in the field who may direct the newcomer to job leads in another country. Call TESOL Central Office, Field Services Department, for a local affiliate contact.

6. Subscribe to the TESOL Placement Service to learn about teaching opportunities outside the country. Although one may not have full qualifications for many announcements in this service, there is always need for newcomers with a fresh outlook and enthusiasm to live and teach in countries.

7. Attend a TESOL Summer Institute. Every summer TESOL sponsors a Summer Institute at a unversity. Leading educators from around the world (usually from the United States and the United Kingdom) offer intensive three or six week courses for newcomers to the field. (These institutes also offer other courses for visiting scholars and seasoned professionals.) If one is seriously interested in obtaining qualifications, we recommend attendance at this Institute.

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Contact the TESOL Central office for information about the next year's Institute.

8. Attend a TESOL Annual Convention. A TESOL Convention is the main event each year for TESOL professionals. Participants have access to over 900 presentations, plenary addresses by leaders in the field, a spacious Publishers' Exhibit and an Employment Clearinghouse, among other things. The Employment Clearinghouse posts job openings and coordinates on-site interviews. Convention registrants may participate at no extra charge.

9. Learn (ESL) certification requirements in the state (s) where you wish to work if you are seeking public school employment. A list of state certification requirements may be found in TESOL's ***Directory of Professional Preparation Programs in TESOL in the United States.*** ✿

How To Get Started

Teaching English as a Foreign Language Outside the United States

Native speakers of English with undergraduate degrees in liberal arts often ask about teaching English as a foreign language outside the United States. In countries where English is not the medium of communication, in either business life or everyday activities, there is often need for teachers of English and a preference for native speakers to teach English in these situations.

However, teaching English is not the same thing as knowing the language from birth. There is a methodology and a foundation of knowledge based on an inter-disciplinary field of study: linguistics, education, psychology, sociology, testing and measurement, anthropology, etc.

Although there are many teaching opportunities outside the United States, more and more programs in countries such as Japan and Mexico seek teachers with a certificate, a Master's degree in TESOL, and three to five years of classroom teaching experience. Of course, an individual may be able to obtain part-time teaching positions and tutoring jobs upon arrival in another country. Employment conditions, such as contracts, number of teaching hours each week, class sizes, pay scales, housing, transportation, health coverage, etc., vary greatly in countries around the world, so the more qualified one is, the better chance there is for a better employment setting.

For people without the above-mentioned qualifications who wish to pursue a teaching position in another country, here are some suggestions:

1. Call the local university where you live to learn about the field and about course and degree possibilities in teaching English as a second or foreign language. Even a short summer course can provide a good foundation for on-the-job teaching. As a student, one can begin to make contacts who may help one locate teaching positions later.

2. Find out about short-term training programs in the US and in the United Kingdom These short-term programs often provide an "international certificate" which qualifies a person for employment outside the US.

3. Purchase TESOL's *Directory of Professional Preparation Programs in TESOL in the United States*, which lists US institutions offering teacher training programs (BAs, certificates, MAs and PHDs) in TESOL. The Directory includes program descriptions, tuition, terms, courses, faculty, entrance requirements, scholarships, etc.

4. Obtain some teaching experience before leaving for another country. As a result of the impact of immigration in the United States, many adult and college language programs are full of students learning English as a second language. Many of these programs need volunteer tutors to supplement students' classroom experiences. A literacy program in your area may be a good source for tutoring and also for training.

5. Do some introductory reading in the field. TESOL offers *TESOL Matters*, a journal, and a research quarterly to its members; all publications are useful resources. Borrow these materials from a professor at the local university or simply read them at a nearby university library if you aren't a TESOL member. Membership in TESOL, however, is an excellent introduction to the field.

   Enclosed is a bibliography of recommended teacher training texts, one of which may be useful to the newcomer in the field. Again, a local university library or bookstore, as well as a professor in that institution, would help you to locate the materials.

6. Contact the nearby TESOL affiliate where you live to learn when its next conference might be. A TESOL affiliate is an autonomous organization, with a separate membership from TESOL. It is the local professional organization that complements the work and services of the larger, international organization. Membership fees are usually under $20, so they are more accessible to people interested in learning more about the field. Networking is important too. By attending a conference, one can meet individuals in the field who may direct the newcomer to job leads in another country. Call TESOL Central Office, Field Services Department, for a local affiliate contact. (See enclosed list of affiliates)

Continued

7. Subscribe to the TESOL Placement Service to learn about teaching opportunities outside the country. Although one may not have full qualifications for many announcements in the *Placement Bulletin*, there is always need for newcomers with a fresh outlook and enthusiasm to live and teach in other countries.

8. Attend a TESOL Summer Institute. Every summer TESOL sponsors a Summer Institute at a university. Leading educators from around the world (usually from the United States and the United Kingdom) offer intensive three or six week courses for visiting scholars and seasoned professionals and newcomers to the field.) If one is seriously interested in obtaining qualifications,we recommend contacting the TESOL Central Office for information about the next year's Institute.

9. Get to know people from the country where you wish to live (if a specific country is of interest). Personal connections and contacts are helpful anywhere one may plan to live and find employment.

10. Attend a TESOL Annual Convention. A TESOL Convention is the main event each year for TESOL professionals. Participants have access to over 900 presentations, plenary addresses by leaders in the field, a spacious Publishers' Exhibit and an Employment Clearinghouse, among other things. The Employment Clearinghouse, sponsored by TESOL's Employment Services, posts job openings and coordinates on-site interviews. Convention registrants may participate at no extra charge.

11. Understand the terms of employment before accepting a teaching position. The more qualified the individual, probably the better the employment condition, yet there are many exciting teaching opportunities for inexperienced teachers, as long as they ask questions about the position and go forth "with their eyes open." (See the article "Overseas Salary and Benefits: Answers to Have" in this packet.)

The more complete the investigation about teaching English outside one's country, the better the selection process will be. The field is rich with opportunity today. ✿

"Overseas Salary and Benefits: Questions to Ask, Answers to Have"

by Lynn McNamara
Academic Director, Arizona State University, ALCP Japans

Introduction

The following is a list of general issues that should be addressed by any individual (teacher or administrator) who is considering employment abroad. One should be careful that the glamour of going overseas does not outweigh the practicalities of personal financial considerations. These issues should be addressed in an employee handbook or in a contract which is considered binding.

Before accepting an employment offer, an employee should have a satisfactory answer to each of the questions below and a full understanding of the financial impact of overseas employment. If the answers are not satisfactory, the employee should attempt to adjust the employment contract accordingly or accept the required financial commitment.

This list is also a valuable resource for employers to consider when establishing or enhancing the salary and benefits arrangement for overseas employees.

Salary

What is the average salary of a middle-class professional employee in that country? How much does that professional have to supplement his/her salary to live a middle-class life-style? If the professional is already in the country and being hired, what are the differences in salary and benefits between in-country/local hirees and overseas hirees?

Is your salary paid in dollars or in the country's currency? If you are paid on a dollar basis which is converted into the country's currency, is the exchange rate fixed or flexible and how is the rate determined?

Do you have payments in dollars to deposit back in the U.S.? Is it possible, how long does it take, and what does it cost to wire money back to the U.S.? Will the employer cover the cost of that money transfer?

How often are you paid? Are there bonuses, under what condition? When do you collect your first paycheck? Is your final paycheck collected before your departure? If you are dismissed or the program closes, what guarantees of salary and benefits do you have and for what period of time?

Taxes. How much will you be taxed in the U.S. for your salary and for which benefits? (This depends on how long you will be staying in your job abroad.) How much will you be taxed for local (state) and national taxes of that country? Must you pay these taxes monthly or annually, in advance or in arrears? Can you prepare your own tax reports (U.S./country). Is there a cost if you do your own, or must someone else do it at a fee?

Retirement. Are you provided with access to a retirement fund in which the employer contributes a percentage of your salary which is added to your total salary?

Social Security. Are payments made on your behalf to U.S. social security out of your salary? What are the additional costs for you to make such arrangements?

Insurance

Consider the questions below as relevant to the following types of insurance: Medical, Dental, Eye, Life, Emergency Evacuation and Return of Mortal Remains, Short-term Disability, Long-term Disability, Personal Goods (stored in U.S. or in your possession abroad), Automobile, Fire (on your dwelling in country).

Is it possible to get this coverage while you are abroad? How reputable is the insuring company? Who pays for your

Continued

coverage? Must you pay monthly or annual premiums? How much is the deductible? What percentage is covered?

Are you covered only in the U.S., only in your country, or worldwide? Can you apply only from within the U.S. or also from abroad? To what extent are dependents covered? After application and acceptance, how long does it take before the insurance is in effect? Must you provide a physical exam before acceptance? Who pays for that? What previous conditions are not ever covered or at what point will they be covered?

How long will coverage extend beyond your employment with that institution abroad? Is the insurance assumable at individual rates?

Personal Possessions

Home. Will the institution cover your mortgage payment in your absence? Will the difference between your mortgage payment and the temporary renting of your dwelling, if lower, be assumed by the institution?

Storage. How much does the institution pay annually towards storage in the U.S. of your personal goods and that of your dependents? Will that include automobile and piano storage? Who pays the insurance on these stored items?

Shipping. How much weight can be shipped in and out of the country as unaccompanied baggage for you, your dependents? By what means? How long will it take? Who pays the insurance for these goods? Who pays for customs or duty on these goods in country or upon return to the U.S.? Who pays for professional packers and movers? Is the cost paid door to door from your home or apartment?

Is there a difference in answering these questions if shipping refers to personal vs. professional items, such as a computer or professional books and materials?

Baggage. How much luggage can accompany you in and out of the country? If it is overweight, who will pay? What if some items are professional? Are costs paid for porters or for companies who transport your goods from the point of arrival to your home or office?

Transportation

Who pays for round-trip point-of-hire in the U.S. to destination? For employee only or also for dependents? What means of transportation must be used? How often is a round-trip home provided?

How much are in-country commuting costs? By what means must one commute? Who pays those costs? Are costs provided for all business-related travel? in-country and internationally?

If dependent children are commuting to school, who covers these costs?

Professional Materials and Equipment

Are office supplies provided or must you purchase your own? Is there a book allowance for purchase of books in country or should you bring your professional resource library with you? Will you need to pay for students' books or photocopies? Will you have access to a computer, typewriter, phone, fax, copy machine? Must you pay costs for the use of this equipment?

Housing

Who pays for the following: up-front deposits, commissions, or other country-specific fees; monthly rent; fire insurance; parking or maintenance fees? Who finds the housing? Is the size and condition of the housing unit sufficient for you and your dependents, considering the standards for a similar professional in theat country? Who is liable on the rental contract?

Continued

To what extent is it furnished? How much will you need to purchase in country to make the unit minimally livable? Are you provided an additional allowance sufficient to cover such purchases? When you are ready to depart, if you have purchased these items, how can you recuperate the expenditures?

Who pays for the delivery and installation of equipment and appliances?

Who pays the utilities? Is a private phone line capable of international calls provided at no cost? (The employee should pay for individual calls.) Is it clear that you are paying utilities only from the date you entered until the date you depart?

Are there different financial arrangements if you choose your own housing or if it is already provided for you?

Temporary Housing. Upon your arrival in the country, if housing is not ready, who pays for temporary housing, storage of goods, additional costs of eating in restaurants? What is the maximum amount of time that you and your dependents would be in temporary housing?

Relocation. If your housing is unsatisfactory after a period of time, can you relocate? Under what conditions? At whose costs?

Pets. What kinds of pets can you have in your housing unit?

Schooling

Can dependents enter local schools at no charge? If there is no language support, will tutoring and language lessons be provided to dependents? Who pays?

Who will pay for private international schools, which typically are taught in English and follow a curriculum acceptable to U.S. schools? Are all fees, tuition, and transportation covered for all dependent children? If the international school is not located in the place of employment, is room and board provided and at whose cost?

Pets

What are the costs to transport in and out of country? Are there necessary medical matters to be cared for before departure: shots, papers? What are the fees for quarantine in country? Must a special agent be hired for a fee to handle the animal from point of delivery to owner? Are pets allowed in the housing?

Sick Leave

How many paid sick days do you have per year? How do they accumulate? How many will accumulate beyond one year? Are unused sick days financially compensated upon departure?

Vacation days and Personal Leave

How many work days per year are paid vacation days? How many paid holidays occur each year in addition to vacation? If one must take personal leave, how much salary per day in lost?

If there is an emergency in your home country, such as a parent or sibling's death, is paid leave provided?

Visas

Who pays the following potential costs of securing proper visas: transportation, mail, photographs, copying, document verification and acquisition?

Are visas arranged for employee and dependents? Who is the sponsor of your visa(s)?

Continued

Overtime, Substitution, and Outside Work

If your are required to work beyond the job description, how much are you paid and by what means? How is this recorded for tax purposes?

How much are you compensated for substituting for other teachers in addition to your regular work?

Are you prohibited in a contract from having additional outside employment? How would this lack of income affect you?

Conclusion

There are many reasons why an individual would not press to acquire the salary conditions and benefits stated above. One common reason is that the overseas experience itself is the "payment". However, professionals who are considering an expatriate experience should consider the impact of "paying" for this overseas experience.

Typically, a professional in one's home country moves to another job expecting an increase in salary and benefits, not a decrease. The same should hold true for the overseas assignment. Furthermore, if employees expect positive salary and benefit arrangements, employers will begin to adjust their offering accordingly if the demand is sufficient.

Professional Training Program Directories

Australia and New Zealand

Department of Employment, Education and Training Overseas
PO Box 25
WODEN ACT 2606
Australia.
Tel. 062837 053

A Directory of Specialist TESOL Training and Applied Linguistics Programs in Australia and New Zealand
published by the ELICOS Association of Australia
The Editor
TEA News
Australia College of English
5-7 Raglan Street
Manly, NSW, 2095

Canada

English and French as a Second Language in Canadian Teacher-Education Institutions
by Anthony Mollica and Janice Yalden
The Canadian Modern Language Review
237 Hellems Avenue
Welland, Ontario, L3B 3B8
Canada

The United Kingdom

The Careers Handbook by the EFL Gazette
EFL LTD
64 Ormly Road
Ramsay, Isle of Man

The United States

Directory of Professional Preparation Programs in TESOL in the United States
TESOL
1600 Cameron Street, Suite 300
Alexandria, VA 22314
Tel. 703-836-0774

Training Programs Around the World

Australia

The Australian Centre for Languages
GPO Box 4718
Sydney, NSW, 2001
Tel 612-742 5277. Fax 612-742 5154.

International TESOL Training Centre
International College of English
PO Box 7 Flinders Lane Post Office
Melbourne Victoria 3000
Australia
Tel. 03-650 1700. Fax 03-650-2090

Centre for Language Teaching and Research
Dr. M.L. Wales, Senior Lecturer
University of Queensland
Australia

Egypt

The American University of Cairo
English Language Program
28 Falaki Street, Bab el Louk
PO Box 2511, Cairo
A.R.E.

France

Virginia Hamori (Director)
The American Language Institute
B.P. TESOL-2
34, avenue de New York, 75116 Paris
Tel. 47.20.44.99. Fax: 47.20.45.64

The American University of Paris
The American Language Institute
B.P. TESOL-2
34, Avenue de New York, 75116 Paris
France

WICE, TEFL Program
20, boulevard de Montparnasse
75015 Paris, France.

Greece

Center for English Language and Training
4 Franzi Street
11745 Athens, Greece

ENOSSI Teacher Training Department
7 Stadiou Street
Athens, Greece
Tel. (01- 3232247. Fax 01- 3212827.

Eurolingua Cararigas
148-150 Kifissias Avenue Amroussi
15126 Athens, Greece
Tel. 802 1163 or 802 6382. Fax: 8052844

The British Council.
Ms. N. Merizioti, Teacher Development Unit
24 Kanari Street
Kolonaki, Greece
Tel. 362 6150

Japan

TESOL MA Program in Tokyo
Simul Academy
3-17-42 Shimoochiai
Shinjuku-ku, Tokyo 161
Tel. 03-953-8701

Temple University Japan
1-16-7 Kami-Ochiai, Shinjuku-ku
Tokyo 161 Japan

Columbia Teachers College
Simul Academy
Tokyo, Dai-9 Kowa Building
1-8-10 Akasaka
Minato-ku, Tokyo 107
Tel. 03-3582-9841

Kuwai Juku International
Department of Linguistics
Georgetown University
470 Intercultural Center
Washington, DC 20057

Phillipines

Language Department, College of Liberal Arts
De La Salle University
2401 Taft Avenue
Manila, Philippines

Continued

Spain

Teacher Training, International House
Trafalgar, 14 entlo
08010 Barcelona, Spain
Tel. 268 4511. Fax. 268 0239

Centro Urbieta
Urbieta, 14, 1
20006 San Sebastion, Spain
Tel. (943-42 77 07. Fax 943- 42 86 93.

International House
Teacher Training Dept.
Pascual Y. Genis. 16
Valencia 46002, Spain
Tel. (96-3520642. Fax 96-3522971.

Switerzland

Migros Klubschule
Oberergraben 35
9000 St Gallen
Switzerland

Volkshochschule des Kantons Zurich
Limmatquai 62
8001 Zurich
Switzerland

Alpha Sprachstudio
Freiestrasse 72
8032 Zurich
Switzerland

Erziehungsdirektion des Kantons Bern
Sulgeneckstrasse 70
3005 Bern
Switzerland

Volkshochschule der Region Bern
Bollwerk 15, Postfach
3001 Bern
Switzerland

ELCRA/BELL
ch. Vernay 26
1196 Gland
Switzerland

ELCRA/BELL
8 chemin des Sports
1203 Geneva
Switzerland

ELCRA - Bellsa
8 chides Sports
1203 Geneve
Switzerland

The United States (Intensive Short-term Preparatory Courses)

English International
665 Sutter Street, Suite 500
San Francisco, CA 94108
Tel. 415-749-5633

International House
330 7th Avenue
New York, NY 10001
Tel. 212- 620-0760

St. Giles College
One Hallidie Plaza, Suite 350
San Francisco, CA 94102
Tel. 415-788-3552. Fax 415-788-1923. Telex 271-632SFOUR

Transworld Teachers In
683 Sutter Street
San Francisco, CA 94102
Tel. 415-776-8071

The United Kingdom

The British Council
Ms. N. Merizioti, Teacher /development Unit
24 Kanari Street
Kolonaki
Tel. 362 6150

U.S. International University, Director of Admissions
The Avenue, Bushey
Hertfordshire WD2 2LN, N.W
London, England
Tel. 0923-249067. Telex 23869 IUE G. Fax 0923-242227

The Bell School of Languages
Henley Lodge
Weston Road
Bath BA1 2XT
Tel. 0225 426255

International Teacher Training Centre
674 Wimborne Rd.
Bournemouth BH9 2EG
Tel. 0202-531355

Brunel Technical College
Ashley Down, Bristol BS7 9BU
Tel. 0202-531-1355

Hilderstone College
St. Peters Rd., Broadstairs
Kent CT10 2AQ
Tel. 0843-69171

continued

The United Kingdom (Continued)

The Bell School of Languages
1 Red Cross Lane
Cambridge CB2 2QX
Tel. 0223-247242

Pilgrims Language Courses
8 Vernon Pl., Centerbury
Kent CT1 3HG
Tel. 2762111.

EF International Language Schools
EF House, 1 Farman /st.
Hove, Sussex BN3 1AL
Tel. 0273-723651

The Basil Peterson College
22 Abercromby Pl.
Edinborough EH3 6QE
Tel. 031-556-7695/8

International House
Palace Chambers
White Rock, Hastings
E. Sussex TN35 1JP
Tel. 0424-428664/438438

Angloschool
146 Church Rd.
Upper Norwood, London SE19 2NT
Tel. 081-653-7285

International House (I.T.T.I.)
106 Picadilly
London W1V 9FL
Tel. 071-491-2598

Marble Arch Intensive English
21 Star Street
London W2 1QB
Tel. 071-724-2217

St. Giles College
51 Shepherds Hill
Highgate, London N6 5QP
Tel. 081-340-0828

The Bell School of Languages
Bowthorpe Hall, Norwich
Norfolk NR5 9AA
Tel. 0603-745615/6

Godmer House School of English
90 Banbury Rd.
Oxford OX2 6JT
Tel. 0865-512538

The Bell College, South Rd.
Saffron Walden
Essex CB11 3DP
Tel. 0799-22918

Various Countries

U.S. International University, Director of Admissions
The Avenue, Bushey, Hertfordshire WD2 2LN, N.W
London, England
Tel. 0923-249067. Telex 23869 IUE G
Fax: 0923-242227. (USA, Kenya,Mexico, Tokyo & London)

Correspondence Courses In Teacher Training

New Zealand

The Correspondence School, ESL Section
11 Portland Crescent, Thorndon
Private Bag, Wellington
New Zealand
Tel. 736-841

The United Kingdom

Chrysalis Language Courses
P.O. Box 193, Exeter EX2
Tel. 0392 431521

The English Language Centre (admissions)
Standbrook House, Suite C, First floor
2-5 Old Bond Street
London WIX 3TB

The London TEFL Bureau
Suite 401, 302 Regent Street
London W1
Tel. 071 580 4242

The Secretary (G), 6 Park View
Olive Road, London NW2
Tel. 081-452 5495

Language Studies Unit, Aston University
A Degree in Teaching English as a Foreign Language or as a Second Language
Admissions, Columbia Pacific University
1415 Third Street
San Rafael, CA 94901, USA
Tel. 415-459-1650 (in CA, outside the USA)
800-227-0119 (outside CA, in the USA)

International Learning Centres
Registered Office 24 Polwarth Gardens
Edinburgh EH11 1LW
Scotland, UK
Tel. and Fax 031-229-2611

The United States

Independent Study by Extension
Abernethy Hall 002A
UNC-Chapel Hill
Chapel Hill, NC 27514
Tel. 919-962-1106

Independent Study Through Correspondence
The University of Michigan, Extension Service
200 Hill Street
Ann Arbor, Michigan 48104-3297
Tel. 313-764-5311

Job Placement and Referral Resources

✓ Domestic and International Job Placement

Educators or administrators desiring job referral or exchange should contact the following agencies for more information. For specific countries, some embassies offer placement through their education office.

American International School
EISN
PO Box 662
Newton, Massachusetts 02161-0002

ARELS/FELCO
2 Pontypool Place
Valentine Place, London SE1 8QS

Council for International Exchange of Scholars
3400 International Drive, NW #M-500
Washington, DC 20008-3097
Tel. 202-686-4000

The Defense Language Institute
English Language Branch
U.S. Civil Service Commission
San Antonio Area Office
8610 Broadway
Sab Antonio, Texas 78217
Tel. 512-229-6622

EFL Gazette
10 Wrights Lane
Kensington, London W8 6TA
Tel. 01-938-1819

English Teaching Fellowship Progra
English Teaching Division (ECA/CE)
U.S. Information Agency
Washington, DC 20547
Tel. 202-485-2869

European Council of International Schools
18 Lauan Street
Petersfield
Hampshire GU32 3EW
England
Tel. 011-44-730-68244

Euro Services Inc.
International Educators
Recruitment Service
91 Pt. Judith Road, Suite 211
Narragansett, Rhode Island 02882

Foreign Language Education Forum (FLEFO)
via CompuServe
Bitnet/Internet: 76703.2063@CompuServ.Com

Friends of World Teaching
PO Box 1049
San Diego, CA 92112-1049
Tel. 619-275-4066

JALT
The Language Teacher
Christopher Knott
JALT Central Office
Shamboru Dai-2 Kawasaki #305
1-3-17 Kaizuka, Kawasaki-ku
Kawasaki, Kanagawa 210 Japan
Tel. 81-44-245-9753
Fax 81-44-245-9754

"Instant Alert"
SASE
EIS-N. 4523 Andes Drive
Fairfax, Virginia 22030

International Schools Services
Box 5910
15 Roszel Road
Princeton, New Jersey 08543
Tel.. 609- 452-0990

Institute of International Education
809 United Nations Plaza
New York, New York 10017

(NAFSA) Association of International Educators
1875 Connecticut Avenue, NW
Suite 1000
Washington, DC 20009-5728
Tel. 202-462-4811
Tel. 212-883-8200

Office of Overseas Schools (A/OS)
Room 234, SA-6
U.S. Department of State
Washington, DC 20520
Tel. 202-235-9600

Ohio State
Educational Career Services
Ohio State University
10 Arps Hall
1945 N. High Street
Columbus, Ohio 43210
Tel. 614-292-2741

Continued

Peace Corps
1990 K Street, NW
Washington, DC 20526
Tel. 1-800-424-8580

The PDRC Placement Hotline
PDRC/SIT
PO Box 676
Brattleboro, Vermont 05302

Queen's University
Overseas Recruiting Fair
Placement Office
Faculty of Education
Queen's University
Kingston, Ontario K7L 3N
Canada
Tel. 613-545-6222

TEFL Register
1 Riding House Street
London W1A 3AS
Tel. 071-580-4351

TESOL Placement Service
1600 Cameron Street, Suite 30
Alexandria, Virginia 22314-2705
Tel. 703-8360774
Fax 703-836-7864

TORC
National Teacher Placement Burea
4190 Pearl Road
P.O. Box 09027
Cleveland, Ohio 44109
Tel. 216-741-3771

University of Northern Iowa
Overseas Placement Service for Educators
152 Gilchrist Hall
University of Northern Iowa
Cedar Falls, Iowa 50614
Tel. 319-273-2061

✓ Major Employers and Recruitment Agencies for English Teachers

Aspect International Language Schools
26 3rd Street
San Francisco, California 94103

American Language Academy
2105 Grove Street
Berkely, California 90230

ELS International
5761-6 Buckingham Parkway
Culver City, California 92030
1-800-468-8978

Inlingua
551 Fifth Avenue
New York, New York 10176

The TESL Recruiting Service, Inc.
Rt. 6, Box 174
New Orleans, Louisiana 70129
Tel. 504-662-5569

USIA Information Agency
Language Teaching Division
301 4th Street, NW
Washington, DC 20547

✓ Interns and Volunteers

Volunteer Agencies and Recommended Handbooks — A good way to begin to get experience is to work as a volunteer. The following agencies can put you in touch with affiliates in your area and let you know whether such programs include training for ESL volunteers.

Ronald Broman
ISIP
PO Box 103
West Bridgewater, Massachusetts 02379
Tel. 508-580-1880 • Fax 508-580-2992

World Tech
Phillips Brooks House
Harvard University
Cambridge, Massachusetts 02138
Tel. 617-495-5527

Contact Literacy Center
PO Box 81826
Lincoln, NE 81826
Tel. 402-464-0602 • Hotline 800-228-8813

Laubach Literacy Action
Box 131
Syracuse, New York 13210
Tel. 315-422-9121

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, New York 13214
Tel. 315-445-8000

Solidarity Eastern Europe
2330 Notre-Dame Street West, suite 200
Montreal, Quebec H3J 1N4
Tel. 514-937-3423 • Fax 514-937-9452

The International Schools Internship Program
PO Box 103
West Bridgewater, Massachusetts 02379

✓ Periodicals

The International Educator (TIE)

Advertises teaching positions from around the world and provides articles by teachers and headmasters about their experiences working overseas.

The International Educator's Institute
445 R West Center Street
PO Box 103
West Bridgewater, Massachusetts 02379
Tel. 508-580-1880

The Chronicle of Higher Education

The *Chronicle* advertises teaching opportunities both inside and outside the U.S.

Subscription Department
Chronicle of Higher Education
PO Box 1955
Marion, Ohio 43305
Tel. 800-347-6969

The Times Educational Supplement (TES)

Quadrant Suscription Services Ltd
Oakfield House
Perrymount Road
Haywards Heath
West Sussex RH16 3DH, England

International Herald Tribune

Advertises teaching positions in the want-ad section and is carried in some public libraries.

International Herald Tribune
181 Av Charles de Gaulle
92200 Neuilly, France

Teaching Abroad

Institute of International Education
809 United Nations Plaza
New York, New York
Tel. 212-883-8200

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Valentine Place, London SE1 8QS

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3400 International Drive, NW #M-500
Washington, DC 20008-3097
Tel. 202-686-4000

The Defense Language Institute
English Language Branch
U.S. Civil Service Commission
San Antonio Area Office
8610 Broadway
Sab Antonio, Texas 78217
Tel. 512-229-6622

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Kensington, London W8 6TA
Tel. 01-938-1819

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U.S. Information Agency
Washington, DC 20547
Tel. 202-485-2869

European Council of International Schools
18 Lauan Street
Petersfield
Hampshire GU32 3EW
England
Tel. 011-44-730-68244

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via CompuServe
Bitnet/Internet: 76703.2063@CompuServ.Com

Friends of World Teaching
PO Box 1049
San Diego, CA 92112-1049
Tel. 619-275-4066

JALT
The Language Teacher
Christopher Knott
JALT Central Office
Shamboru Dai-2 Kawasaki #305
1-3-17 Kaizuka, Kawasaki-ku
Kawasaki, Kanagawa 210 Japan
Tel. 81-44-245-9753
Fax 81-44-245-9754

"Instant Alert"
SASE
EIS-N. 4523 Andes Drive
Fairfax, Virginia 22030

International Schools Services
Box 5910
15 Roszel Road
Princeton, New Jersey 08543
Tel.. 609- 452-0990

Institute of International Education
809 United Nations Plaza
New York, New York 10017

(NAFSA) Association of International Educators
1875 Connecticut Avenue, NW
Suite 1000
Washington, DC 20009-5728
Tel. 202-462-4811
Tel. 212-883-8200

Office of Overseas Schools (A/OS)
Room 234, SA-6
U.S. Department of State
Washington, DC 20520
Tel. 202-235-9600

Ohio State
Educational Career Services
Ohio State University
10 Arps Hall
1945 N. High Street
Columbus, Ohio 43210
Tel. 614-292-2741

Continued

Peace Corps
1990 K Street, NW
Washington, DC 20526
Tel. 1-800-424-8580

The PDRC Placement Hotline
PDRC/SIT
PO Box 676
Brattleboro, Vermont 05302

Queen's University
Overseas Recruiting Fair
Placement Office
Faculty of Education
Queen's University
Kingston, Ontario K7L 3N
Canada
Tel. 613-545-6222

TEFL Register
1 Riding House Street
London W1A 3AS
Tel. 071-580-4351

TESOL Placement Service
1600 Cameron Street, Suite 30
Alexandria, Virginia 22314-2705
Tel. 703-8360774
Fax 703-836-7864

TORC
National Teacher Placement Burea
4190 Pearl Road
P.O. Box 09027
Cleveland, Ohio 44109
Tel. 216-741-3771

University of Northern Iowa
Overseas Placement Service for Educators
152 Gilchrist Hall
University of Northern Iowa
Cedar Falls, Iowa 50614
Tel. 319-273-2061

✓ Major Employers and Recruitment Agencies for English Teachers

Aspect International Language Schools
26 3rd Street
San Francisco, California 94103

American Language Academy
2105 Grove Street
Berkely, California 90230

ELS International
5761-6 Buckingham Parkway
Culver City, California 92030
1-800-468-8978

Inlingua
551 Fifth Avenue
New York, New York 10176

The TESL Recruiting Service, Inc.
Rt. 6, Box 174
New Orleans, Louisiana 70129
Tel. 504-662-5569

USIA Information Agency
Language Teaching Division
301 4th Street, NW
Washington, DC 20547

✓ Interns and Volunteers

Volunteer Agencies and Recommended Handbooks — A good way to begin to get experience is to work as a volunteer. The following agencies can put you in touch with affiliates in your area and let you know whether such programs include training for ESL volunteers.

Ronald Broman
ISIP
PO Box 103
West Bridgewater, Massachusetts 02379
Tel. 508-580-1880 • Fax 508-580-2992

World Tech
Phillips Brooks House
Harvard University
Cambridge, Massachusetts 02138
Tel. 617-495-5527

Contact Literacy Center
PO Box 81826
Lincoln, NE 81826
Tel. 402-464-0602 • Hotline 800-228-8813

Laubach Literacy Action
Box 131
Syracuse, New York 13210
Tel. 315-422-9121

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, New York 13214
Tel. 315-445-8000

Solidarity Eastern Europe
2330 Notre-Dame Street West, suite 200
Montreal, Quebec H3J 1N4
Tel. 514-937-3423 • Fax 514-937-9452

The International Schools Internship Program
PO Box 103
West Bridgewater, Massachusetts 02379

✓ Periodicals

The International Educator (TIE)

Advertises teaching positions from around the world and provides articles by teachers and headmasters about their experiences working overseas.

The International Educator's Institute
445 R West Center Street
PO Box 103
West Bridgewater, Massachusetts 02379
Tel. 508-580-1880

The Chronicle of Higher Education

The *Chronicle* advertises teaching opportunities both inside and outside the U.S.

Subscription Department
Chronicle of Higher Education
PO Box 1955
Marion, Ohio 43305
Tel. 800-347-6969

The Times Educational Supplement (TES)

Quadrant Suscription Services Ltd
Oakfield House
Perrymount Road
Haywards Heath
West Sussex RH16 3DH, England

International Herald Tribune

Advertises teaching positions in the want-ad section and is carried in some public libraries.

International Herald Tribune
181 Av Charles de Gaulle
92200 Neuilly, France

Teaching Abroad

Institute of International Education
809 United Nations Plaza
New York, New York
Tel. 212-883-8200

Employment Contacts by Country

Those seeking employment in a specific country should contact the following agencies.

Various Countries

Overseas Employment for Educators
Department of Defense
Office of Dependents Schools
2461 Eisenhower Ave
Alexandria, VA 22331-1100

Friends of World Teaching
P.O. Box 1049
San Diego, CA 92112-1049
Tel. 619-275-4066

ELS International
Recruitment Officer 32
5761 Buckingham Parkway
Culver City, CA 90230
Tel. 213-642-4618. Fax 213- 410-4688

The International Schools Internship Program
PO Box 103
West Bridgewater, MA 02379

Brazil

ELS International Sao Paulo
Richard Cheng
Av. Santo Amaro, 3454
04556 Brooklin
Sao Paulo, Brasil

China

Dr. Daniel Edward Behmer (Director)
ITM-American Gateway Program
P.O. Box 02340
Detroit, Michigan
Tel. 313-872-1460

Education Division
Embassy of the People's Republic of China
2300 Connecticut Avenue, NW
Washington, DC 20008

China Teaching Program
Western Washington University
Old Main 530
Bellingham, WA 98225-9047
Tel. 206-676-3753

CIEE, U.S.-China Educator Exchange
Professional Programs
205 East 42nd Street
New York, NY. 10017
Tel. 212-616 1414, ext. 1209

Enquiries Unit, VSO
317 Putney Bridge Road
London SW15 2PN
Tel. 081-780-1331

Czechoslovakia

SPUSA: US Friendship Association
Marcella Safarikova
SPUSA Education Center
Smetanova Nabrezi 18
11000 Prague 1
Tel. 225367

Hungary

Zsofia Varga
English Teachers' Associaton
Budapest 11, 14 Bolgai Street, H - 1138
Tel. 36-1-1350 592

Continued

Greece

International Teachers Service
Fani Karatzou
47 Papakyriazi str.
Larissa, Greece
Tel. 041-253856 or 251775. Fax 604-8747147

Indochina

Indochinese Reconciliation Project
John McAulliff
5808 Green Street
Philadelphia, PA 19144
Tel. 215-848-4200

Indonesia

Enquiries Unit, VSO
317 Putney Bridge Road
London SW15 2PN
Tel. 081-780-1331

Japan

Teaching Conversatinal English in the YMCA English Schools of Japan
International Office in Asia
YMCA of the USA
909 4th Avenue
Seattle, Washington 98104
Tel. 206-382-5008

The Japan Exchange and Teaching Program
Embassy of Japan
Office of JET Program
2520 Massachusetts Avenue, NW
Washington, DC 20008
Tel. 202-939-6700

The English Center
310-3, Togimachi
Hamamatsu City, Shizuoka Prefecture
Japan 430
Tel. 0534-56-0109

Sundai-ELS Language Center
Academic Director
1-5-8 Suragadai, Kanda
Chiyoda-ku, Tokyo 101
Japan

AEON Intercultural Corporation
388 Market Street
Suite 1190
San Francisco, CA 94111

Berlitz Schools of Languages in Japan
Kowa Building
No. 15F, 11-41 Alaska 1-chrome
Minato-ku, Tokyo 107
Japan

Interntaional Education Services
Shin-Taiso Building
10-7 Dogenzaka 2-chrome, Shibuyaku
Tokyo 150
Japan

Korea (South)

ELS International, Recruitment Officer - MISC
5761 Buckingham PKWY
Culver City, CA 90230

Malaysia

ELSI/Kuala Lumpur
5761 Buckingham PKWY
Culver City, CA 90230

Continued

Poland

Solidarity Eastern Europe
2330 Notre-Dame Street West
Suite 200
Montreal, Quebec H3J 1N4
Tel. 514-937-3423. Fax 514-937-9452

Solidarity Eastern Europe
Teachers of French or English as a Second Language
c/o Education and Training Programs for Poland
12 Shuter Street
Toronto, Ontario
M5B 1A2

Russia

Global Social Venture Network
721 Montecillo Road
San Rafael, CA 94903, USA
Tel. 415-491-1532

American Council of Teachers of Russian
American Council for Collaboration in Education and
Language Study (ACCLS)
1619 Massachusetts Ave, NW
Suite 527
Washington, DC 20036
Tel. 202-328-2287. Fax 415- 492-1046

Taiwan

YMCA Teaching English in Taiwan
Overseas Service Corps.
ELSI Taiwan Language School, Academic Director
1 Fl. 59 Chungking S. Road
Sec. 2 Taipei, Taiwan 107
Tel. 02-321-9005

Thailand

Enquiries Unit, VSO
317 Putney Bridge Road, London SW15 2PN
Tel. 081-780-1331

where
to go?
how to
get
there?
what to
expect?
what to
bring?
Where
to go?
how to
get
there?

TESOL: Making a career choice

The following articles provide personal accounts of teaching experiences in various countries and practical advice regarding job hunting and the transition to a new country.

These articles were first published in the *TESOL Placement Bulletin.*

TESOL, 1600 Cameron Street, Suite 300
Alexandria, Virginia 22314
Tel. 703-836-0774 • Fax 703-836-7864

BEST COPY AVAILABLE

What employers want in an ESL/EFL teacher

by Lynn Henrichsen

What do employers look for in a prospective ESL/EFL teacher? What skills and knowledge do they expect a graduate of a TESOL teacher-preparation program to possess? And—addressing essentially the same issue from a different perspective—what aspects of their professional training do graduates of such programs value most highly after they have experienced the real-world challenges of teaching English to speakers of other languages?

To get answers to questions like these, two surveys were conducted under the auspices of the TESOL program at Brigham Young University-Hawaii. The information gathered is both interesting and useful—for teachers looking for a job in ESL/EFL, or for people trying to find a teacher-training program that will provide suitable professional preparation.

Survey One: TESOL Educators and Employers

The first survey gathered opinions from 153 TESOL educators and employers in 30 countries around the world. The questionnaire asked them to evaluate the importance of four general areas and 60 specific topics in the preparation of teachers of English as a second/foreign language.

The four general areas were education, literature, linguistics, and TESOL methods and materials. Overall, as well as within various sub-groupings of respondents, the methods and materials category received far and away the highest rating. Literature, on the other hand, was consistently rated least important, while linguistics and education shared the middle positions.

These findings lead to a pair of simple recommendations: Whatever teacher-preparation program you enroll in, be sure to get ample training in the methods and materials used in teaching ESL/EFL. Then, as you present yourself to prospective employers, emphasize those aspects of your preparation.

In addition to the four general areas, a large variety of specialized ESL/EFL teacher-preparation topics were also rated. The pattern of responses to these items provides more particular information which can help you make informed decisions regarding your preparation to enter the TESOL job market.

Of the 60 items dealing with specialized topics, the top ten overall were:

1. specific training in how to teach listening comprehension,
2. training in TESOL materials selection and evaluation,
3. specific training in how to teach ESL/EFL reading,
4. intercultural understanding,
5. student teaching experience,
6. specific training in how to teach ESL/EFL writing,
7. specific training in how to teach conversation,
8. specific training in how to teach pronunciation,
9. an understanding of the language-learning process, and
10. a knowledge of general, introductory linguistics.

"Specific training" items in how to teach particular language skills clearly dominated this list. In fact, half of the top 10 items were of this type. Job-seeking ESL/EFL teachers' employability should increase as they make their expertise in these areas known.

At the bottom of the list, seven of the 10 items rated least important by prospective employers dealt with literary topics, such as American literature, British literature, Shakespeare, literary analysis and criticism. The unavoidable conclusion is that, interesting and humanizing though they may be, literary studies (which have traditionally formed the core of many English teachers' preparation) carry little weight in the world of TESOL.

The rankings of particular items within topical categories were also revealing. For example, in the linguistics category, language learning and general introductory linguistics shared the top two positions, followed by phonology, syntax, and language acquisition. Unfortunately, space limitations do not allow discussion and analysis at a detailed level here. Those interested in such information should consult the references listed at the end of this article.

Survey Two: TESOL Program Graduates

More recently, a second, related survey was conducted to obtain information from graduates of BYU-Hawaii's TESOL program regarding the usefulness of specific areas they had studied in the course of their professional preparation. Of the 45 respondents, about half were native speakers of English. Approximately one third were from the United States, one third from Asia, and one third from Pacific countries. Since graduation, three-fourths of the respondents had been employed teaching English to speakers of other languages, and most of the rest had worked in some other education-related position.

The pattern of responses from these TESOL program graduates was similar to the one found in the first survey of experienced educators and employers. Training in methods and materials received the highest "usefulness" ratings. Topping the list in this category was practice

teaching. It was followed closely by instruction in methods for teaching pronunciation, methods for teaching grammar, methods for teaching speaking (conversation), classroom management and discipline, methods for teaching listening comprehension, methods for teaching writing, materials adaptation, second-language testing, and methods for teaching reading.

The listing of the second 10 "most useful" items included several more methods and materials topics (such as methods for teaching vocabulary, materials production, and methods for teaching culture). They were joined by a number of items dealing with language acquisition (such as, process of language learning, L1 influence in L2 acquisition, and age differences in language acquisition).

As in the first survey, the 10 items rated "least useful"dealt with various specialty areas in literature and grammar. Transformational grammar received the dubious distinction of coming in last in the ranking of all 40 items. In contrast, however, "grammar for teaching (pedagogical grammar)" received a much higher usefulness rating, ranking fourteenth

Parting Remarks: Limitations and General Recommendations

Of course, surveys of this nature do not and cannot answer the philosophical question of whether the preparation that TESOL employers say prospective teachers need is what will really serve them best. It can certainly be argued that a solid theoretical background in more general and abstract areas is most useful in the long run, inasmuch as it helps teachers understand, evaluate, and properly apply the more "practical" classroom techniques. Nevertheless, while this debate over theory vs. practice may never be resolved, the results of these two surveys make one point very clear—when presenting yourself to prospective employers, it is generally wisest to emphasize the practical aspects of your preparation.

Admittedly, survey results paint a generalized picture, while in reality the demands placed on a TESOL professional vary greatly from one job to another. To maximize your chances of getting the position you want, there is no substitute for finding out (in advance) your target program's particular objectives, emphases, and needs and then fitting your preparation to them. If, however, you have no special target position presently in mind, the findings of these surveys regarding the types of training that employers and experienced professionals generally consider most useful can provide valuable guidance as you embark on your career in TESOL.

References

Henrichsen, L.E. (1987, April). *The value of undergraduate-level teacher preparation in TESOL.* Paper presented at the convention of Teachers of English to Speakers of Other Languages, Miami Beach, Florida. (Available from the author.)

Henrichsen, L. E. (1983). Teacher preparation needs in TESOL: The results of an international survey. *RELC Journal*, 14 (1), 18-45.

Henrichsen, L.E. (1979). Teacher preparation in TESOL: A brief report on responses to an international questionnaire. *TESL Reporter*, 12 (2), 1-2, 19.

Additional suggested reading

Acheson, P. (1977). English for speakers of other languages: A survey of teacher preparation programs in American and British colleges and universities. In J. F. Fanselow and R. L. Light (Eds.), *Bilingual, ESOL, and foreign language teacher preparation: Models, practices, issues* (pp. 69-81). Washington, D.C.: TESOL.

Fanselow, J. F. and Light, R. L. (1977). *Bilingual, ESL/EFL, and foreign language teacher preparation: Models, practices, issues.* Washington, D.C.: TESOL.

Ochsner, R. (1980). Job-related aspects of the MA in TESOL degree. *TESOL Quarterly*, 14 (2), 199-207.

Sukwiwat, M. and Smith, L. (1981). *TESOL and training non-native English speakers: Are M.A. teacher education programs getting the job done?* In J. C. Fisher, M.A. Clarke, and J. Schachter (Eds.), On *TESOL '80 Building bridges: Research and practice in teaching English as a second language* (pp. 3-14), Washington, D.C.: TESOL.

This article was first published in *TESOL Placement Bulletin*, May 1991, Vol. 1, No. 3.

Preparing to leave . . .

US State Department Brochure

Whether you are traveling outside your country for business, pleasure, or study, the best way to ensure a carefree and relaxing trip is to prevent problems before they occur. The more you learn about passports, visas, customs, immunizations, and other travel basics, the less likely you are to have difficulties on the road.

Important documents

Travel document requirements vary from country to country, but you will need the following: a passport or other proof of citizenship, plus a visa or a tourist card, and/or work and resident permits. You may also need evidence that you have enough money for your trip and/or have ongoing or return transportation tickets.

Travelers need a passport to depart or enter most foreign countries. Even if you are not required to have a passport to visit a country, many countries require you to prove your citizenship and identity when you reenter. Make certain that you take with you adequate documentation to pass through immigration upon your return. A passport is the best proof of citizenship. Other documents to prove citizenship include an expired passport, a certified copy of your birth certificate, a certificate of naturalization, or a certificate of citizenship.

Beware of a passport that is about to expire

Certain countries will not permit you to enter and will not place a visa in your passport if the remaining validity is less than 6 months. If you return to the US, for example, with an expired passport, you are subject to a passport waiver fee of US$100, payable to US Immigration at the port of entry.

When to apply

Every year, demand for passports increases in January and begins to decline in August. You can avoid delays by applying between September and December. However, even in those months, periods of high demand for passports can occur. Apply several months in advance of your planned departure, whenever possible. If you need visas, allow additional time—approximately 2 weeks per visa. You must also establish your identity to the satisfaction of the person accepting your application. The following items are generally acceptable documents of identity if they contain your signature and if they readily identify you by physical description or photograph: a previous passport, certificate of naturalization or citizenship, a valid driver's license, a government identification card.

How to obtain visas

A visa is an endorsement or stamp placed in your passport by a government that permits you to visit that country for a specified purpose and a limited time—for example, a 3-month tourist visa. It is advisable to obtain visas and permits before you leave your home nation because you will not be able to obtain visas from some countries once you have departed. Apply directly to the embassy or nearest consulate of each country you plan to visit, or consult a travel agent. Passport agencies cannot help you obtain visas.

Foreign entry requirements

US Department of State publication M-264, *Foreign Entry Requirements*, gives entry requirements for every country and tells where and how to apply for visas and tourist cards. It can be ordered for US$0.50 from the Consumer Information Center, Pueblo, Colorado 81009 USA. It is advisable, however, to verify the latest visa requirements with the embassy or consulate of each country you plan to visit.

Because a visa is stamped directly onto a blank page in your passport, you will need to give your passport to an official of each embassy or consulate. You will also need to fill out a form, and you may need one or more photographs. Many visas require a fee. Check with the embassy or consulate of each country you plan to enter to learn what proof of citizenship is required. Even if a country does not require a visitor to have a passport, it will require some proof of citizenship and identity.

Immunizations

Under international health regulations adopted by the World Health Organization, a country may require international certificates of vaccination against yellow fever and cholera. Typhoid vaccinations are not required for international travel, but are recommended for areas where there is risk of exposure. Check your health care records to ensure that your measles, mumps, rubella, polio, diphtheria, tetanus, and pertussis immunizations are up to date. Medication to deter malaria and other preventative measures are advisable for certain areas.

Information on immunization requirements, US Public Health Service recommendations, and other health hints are included in the book, *Health Information for International Travel*, available for US$5 from the US Government Printing Office, Washington, DC 20402. You may also obtain such information from local and state health departments of physicians. This information is also available on the US Centers for Disease Control (CDC) 24-hour hotline: 404-639-2572.

It is not necessary to be vaccinated against a disease you will not be exposed to and few countries refuse to admit you if you arrive without the necessary vaccinations. Officials will either vaccinate you, give you a medical follow-up card, or, in rare circumstances, put you in isolation for the incubation period of the disease you were not vaccinated against. Check requirements before you depart.

Some countries require certification from long-term visitors that they are free of the human immunodeficiency virus (HIV). Check with the embassy or consulate of the countries you will visit for the latest information.

Health insurance

For travelers who become seriously ill or injured overseas, obtaining medical treatment and hospital care can be costly. Before you leave your home nation, learn what medical services your health insurance will cover abroad.

If your health insurance policy does not cover you outside your country, you should purchase a temporary health policy that does. There are short-term health and emergency assistance policies designed for travelers. You can find the names of such companies from your travel agent, your health insurance company, or from advertisements in travel publications. TESOL members residing outside the US and Canada may obtain insurance from Edgar Ward Ltd., International Insurance, 15 Minories, London EC3N 1NJ, England. Tel. 71-480-7108.

How to bring money

Do not carry large amounts of cash. Take most of your money in travelers checks and remember to record the serial number, denomination, and the date and location of the issuing bank or agency. Keep this information in a safe and separate place so if you lose your travelers checks you can get replacements quickly.

Some credit cards can be used worldwide, even for cash advances. Keep track of your credit card purchases so as not to exceed your limit: Travelers have been arrested overseas for mistakenly exceeding their credit limit.

If you will stay in one place for some time, open an account for check cashing and other transactions at a bank with an overseas affiliate. Embassies and consulates cannot cash checks for you.

Before departing, you may wish to purchase small amounts of foreign currency to use for buses, taxis, phones, or tips when you first arrive. Foreign exchange facilities at airports may be closed when your flight arrives. You can purchase foreign currency at some banks, at foreign exchange firms, or at foreign exchange windows.

Some countries regulate the amount of local currency you can bring into or take out of the country; others require that you exchange a minimum amount of currency. If you leave or enter the US, for example, with more than $10,000 in monetary instruments of any kind, you must file a report, Customs Form 4790, with US Customs at the time. Failure to comply can result in civil and criminal proceedings. For currency regulations, check with a bank, foreign exchange firm, your travel agent, or the embassy or consulate of the countries you plan to visit.

Register with the embassy of your home country

After your arrival register at the Consular Section of the nearest embassy or consulate of your home country if you plan to stay in a country for longer than one month. Registration makes your presence and whereabouts known in case it is necessary for a consular employee to contact you in an emergency. During a disaster overseas, consular officers offer assistance to their citizens and can even assist in evacuation when that becomes necessary, but they cannot assist you if they do not know where you are. Registration also makes it easier to apply for a replacement passport if yours is lost or stolen.

When you return

Reconfirm your return reservation at least 72 hours before departure. Whenever possible, obtain a written confirmation. If you do it by phone, record the time, day, and the agent's name who took the call. If your name does not appear on the reservations list, you have no recourse and may find yourself stranded.

Some countries levy an airport departure tax on travelers that can be as high as US$50. Ask the airline or a travel agent about this. Make certain to have enough money at the end of your trip to be able to get on the plane. Have your receipts handy in case you need to support your customs declaration. Countries have different limits on the amount of merchandise one can bring into the country duty free. For details, consult a travel agent or the Customs Service.

This article was adapted from Your Trip Abroad, *United States Department of State, Bureau of Consular Affairs and appeared in Vol. 2, No. 6, November 1992* TESOL Placement Bulletin.

Reflections on an adventure: How to beat the odds

by Joan D. Heiman

During my graduate school years I avidly read the articles giving advice from successful EFL teachers. Now, having recently returned from a disastrous and aborted first attempt to teach at a private language school, I have turned my own reflections into useful advice for recent graduates of TESOL programs anxious to assume their hard-earned first teaching position.

I have learned that there are times in life one has to admit that a situation is simply too difficult. After a month of unremitting illness, two harrowing trips to doctors and no cure, a month of national and local strikes during which electricity and water went off for hours every day, and phones, telegrams, banks, and buses were at a standstill, a month of sleepless nights due to heat, ravenous mosquitoes, the sound of mopeds and the beat of discos, a month of searching for an apartment only to be told to wait yet another month or two for the tourists to go home … after all of this, I remembered that teaching internationally does not have to be a prison sentence. On the contrary, teaching EFL can be a challenging and rewarding career—with the right preparation. As we made our long return journey home, trying to make sense of what had happened, we made a list of caveats to consider before accepting teaching assignments in other countries.

- If at all possible, do not move to a country sight unseen. Had I visited this particular country beforehand, I would never have considered returning to live.
- If the above is impossible, do *a lot* of research, the best sort being direct communication with someone who has lived in the country and, better yet, with someone who has been in the teaching position you have been offered. Take information from employers with caution—your perspectives may be based on different standards. Distrust tourist-directed information, travel materials, and picture books. In our case, for example, the pictures of beautiful white beaches did not include sewage systems draining into the sea.
- Do not go to a country solely for an EFL job. Decide on a job in a country that you have long been drawn to. Genuine interest in the culture, religion, customs, and language may make you more willing to struggle with unexpected initial difficulties and culture shock.
- Find out as must as possible about the standard of living and be realistic about what you can live with (or without). If clean air and water, quiet, and environmental awareness are important to you—not just as issues, but as day-to-day realities—you should avoid countries that don't meet your standards.
- Find out about food and whether the local diet is compatible with, or can be adapted to yours; vegetarians and health- conscious people in particular—beware.
- If you are going to a country or region where the economy relies heavily on tourism, be aware that tourism affects the cost of living, housing availability and costs, and attitudes toward foreigners. Also, if possible, avoid arriving during the height of the tourist season.
- As obvious as this sounds, *before arriving* do learn enough of the language to communicate and take care of basic needs. Based on information from guide books, we assumed that everyone would speak some English and that, consequently, we could take our time learning the language. Unfortunately, although many spoke minimal English, it did not help us when we immediately needed to read street signs and want ads, talk to realtors or talk on the phone about apartment rentals, understand menus, and describe symptoms to doctors.
- The expression "don't burn your bridges behind you" is particularly apt when moving to another country. Certainly it is so in relation to the people at home who may be able to help you career-wise if you should suddenly have to return. Equally so, in the excitement of setting off for a new land and a new life, one may be tempted to give away all earthly possessions. However, if you have to return unexpectedly without immediate job prospects and with most of your savings account depleted, you might be glad to find your stainless steel pots, flannel sheets, futons, and frames waiting for you.
- Don't take more with you than you can comfortably carry. There are too many situations where porters, luggage carts, or taxis are not easily found, or are unwilling to drive to certain areas.
- On the other hand, don't ship anything until you are reasonably sure that you will be staying, or your teaching materials, and winter clothes may be traveling (at great cost) back and forth while you need them. Worse yet, they may get caught up in a postal strike, not to be seen again for months or longer … or ever.
- Try to be healthy and rested before leaving. A departure a week after you've completed your thesis, passed your oral defense and comprehensive exams, graded final exams from your last term as a graduate teaching assistant, packed and moved out of your apartment and

made it to all the familial farewell dinners may leave you a bit uncentered and unsettled for the stress of moving to a new country.

- Finally, if your flight has a lay-over and you intend to do some sight-seeing, ask your travel agent to check if the airport will have a place to store your luggage. Some airports no longer check luggage for security reasons, in which case, if you don't arrange for better connections, you may spend 10 exhausting hours "sleeping" on your luggage on the floor of a smoke-filled airport.

Please do not let my experience, which obviously peeks through the suggestions on my list, deter you from you goal to teach English internationally. We should be aware as well that no matter how much one prepares, one must be prepared to be unprepared. Undoubtedly, we need to accept the jobs offered us with a commitment to see them through. Teaching in different countries can be a wonderful learning and growing experience, when it is the right situation for the right individual.

Joan D. Heiman now lives in Colorado.

This article was first published in *TESOL Placement Bulletin*, Vol. 3, No. 2, March 1993.

Teaching in the Czech Republic:

Qualified ESL/EFL teachers wanted

by Judy Thatch

I arrived in a country called Czechoslovakia in July 1991 as a Peace Corps Volunteer, but 2 years later I left from the Czech Republic. I watched a country split apart, I watched the privatization process of government-owned property begin, and I witnessed the beginning of educational reforms. Great changes occurred in my 2-year residence in Ceské Budejovice where I taught English as a Foreign Language to future English teachers for elementary and secondary schools.

Forty-one years of totalitarian rule did not ruin the environment of Southern Bohemia, (although it almost did in Northwest Bohemia where leaves are stripped from all the trees) and hiking and camping are the most popular sports during the summer months, with skiing in nearby mountains very attractive in the winter. Ceské Budejovice, home of the Budweiser Beer Brewery, is 2 1/2 hour's train ride south of the capital, Prague, and has, I was told even before my arrival, the best air in Bohemia.

Czechs are very aware of their geological status and long to return to being an important part of Europe. Foreign investment from outside Europe is highly sought and the country ranks as the forerunner of Eastern Europe in the privatization process of state-owned businesses and industry. A quote from the Sept. 8-14, 1993 Prague Post states, "The problem is that despite everyone's desires of Western orientation, Eastern Europe is in a power vacuum, likely to be filled, not by the strongest or most able power, but by whichever one shows up first."

The positive part of the economy in the Czech Republic is that inflation is not wildly running amuck. On both sides of the new border between the Czech and Slovak Republic people feel that the Czech Republic has a more positive economic future than the Slovak Republic. This still means things are more expensive than they ever were, and precious items that are imported (like Duracell batteries and corn flakes!) are too expensive for most Czech citizens. Goods have become more expensive while salaries have not increased. A teacher's salary is not high, and many Czech and Slovak teachers have two jobs. With more and more private schools appearing, however, a teacher can sometimes make enough money with only one job in a private school.

Housing in the Czech Republic is not easy to find. The Peace Corps has an agreement with the Ministry of Education that a particular school will provide housing for the Peace Corps teacher, so I didn't play the housing game, but from what I understand, it is a person-to-person game. Many ex-pats rent a room or set of rooms in someone's home and the experiences can range from very positive to horrendous.

The Czech koruna is not hard currency. That means that people who rent to so-called "foreigners" might demand payment in marks or schillings or dollars rather than the Czech currency, a definite problem for the teacher paid in korunas. There are, of course, many landlords who don't demand hard currency, but the closer the town or city is to the German or Austrian border, the more likely hard currency will be demanded. The town of Cheb, near the German border, does not rent to anyone (Czechs included) in Czech currency. In Ceské Budejovice, close to Austria, the Austrian schilling was preferred, although not demanded by 100% of the home owners.

Public transportation in the Czech or Slovak Republic is awe-inspiring to a US resident. The Prague metro is clean and safe, the buses are reliable, trains leave and arrive on time, and there isn't yet enough auto traffic on major arteries to make walking downtown a constant battle. Transportation prices are rising but not to that extent that having an automobile in the Czech Republic makes any sense. More and more Czechs and Slovaks own automobiles but do not use them every day. Gasoline is very expensive, so cars are driven for special events or when necessary departure and arrival times don't correspond to the train or bus schedule. When I returned to the US, I became more aware than ever of how much time Americans waste driving. While in the Czech Republic I spent my travel time accomplishing something; I graded papers while riding the train to Prague, caught up on my newspapers and magazines, wrote letters, or made lesson plans.

President Vaclav Havel asked the US government to send Peace Corps volunteers to Czechoslovakia in 1990 to teach English. Czechs and Slovaks are so curious about the languages and life styles of the West that the few Czech and Slovak teachers of English available at that time didn't begin to meet the demand of students wishing to study English. The first Peace Corps Volunteers of English teachers arrived in November 1990, and experienced teachers with Master's degrees were given positions in Pedagogical Faculties of universities. My group of 31 volunteers arrived in July 1991 and were sent to both universities and secondary schools. Another group of teachers arrived in July 1992 and another one this past July. The Peace Corps has a 10-year program plan in the Czech and Slovak Republics that includes English teachers, environmentalists, and small business advisors.

The beauty of the city of Prague and seemingly cheap prices of everything from food to train tickets to clothes to rent has drawn many Americans other than Peace Corps Volunteers. There is now an estimated 20,000 US ex-pats living in Prague alone. A huge number of them teach English for 6 months or a year before settling down in their intended occupation, or before giving up and leaving altogether. The combination of the curiosity of Czechs about all things "American," their excitement at being able to use English, and the recession in the US has meant that public and private schools anxiously look for native English speakers to teach, (the trick term is "native English speaker") and frequently find them, whether qualified teachers or not.

The "native speaker" syndrome may be on its way out, however, as Czechs and Slovaks increasingly find uses for their English, and international television programs supply native speakers of many languages. As schools feel the need for fewer native English speakers, there will be less and less demand for just anyone who speaks English, and the role of unqualified teachers will decrease. In major cities it has already decreased. Most of the ads for English teachers in The Prague Post (one of two English newspapers) now ask for qualified ESL/EFL teachers. As that happens, the ESL/EFL professional will be expected to contribute more than conversation classes. Teacher educators are especially marketable.

The curriculum of university programs is changing. When I arrived at the Pedagogical Faculty of what became Southern Bohemia University, no methodology or teaching practice had been part of the curriculum. A member of the British Council has now initiated

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both. The former 5-year teaching program with two major subjects is slowly being phased out and a new 3-year program with only one major began in 1992. A 4-year university program began fall semester of 1993. With each of the new programs a new curriculum was created by the Ministry of Education, with help from academic institutions. It gives the percentage of class hours for each particular subject and for many universities represents a change in the curriculum.

For Czech students and teachers, the one difficulty of having US ex-pats as part of the Czech society and part of the language instruction is that we represent a few differences from what they consider standard—British English. Telling them that people all over the world speak English differently does not really compute. Part of their demands for absolute language similarity and accuracy stem from 41 years in a society which demanded sameness and equality, and partly from the fact that there was one English textbook available until 1989—a grammar/translation textbook. Then there is the small fact of England being closer than the US!

But in this history of language accuracy, where Great Britain is a European country and people in the Czech Republic very much want to be considered part of Europe, there were almost no opportunities to use English in conversation. Without realizing that US and British English would be any different, universities considered the value of a US or British teacher of English to be that of helping the students actually use English. Grammar and syntax and morphology and lexicology were/are taught only by Czech teachers, while conversation is taught by a "native speaker." Depending on the school, other skills besides conversation can be taught by the US teacher, but sometimes only surreptitiously.

The English students at Southern Bohemia University were the most advanced and most knowledgeable language students I have ever taught. The fact that the Czech language is rule demanding and that everyone can speak standard Czech offers another reason for Czech students of English to faithfully learn and use so-called Standard English. Because Standard English meant British English, the one thing the students would call me on was my unusual usage of grammar, from their viewpoint, or an expression that was meaningless to their British English minds. One of my class activities was the formation of a formal letter in English. When I wrote a colon after the salutation on the board, four students informed me that I had made a mistake. They correct each other constantly, but I hadn't seen them do it to a teacher. I later discovered that British formal letters use a comma after the salutation. On the other hand, I went crazy constantly listening to students use "have got" in hundreds more situations than US English prescribes.

Teaching Czech students can be a delight. Most classes are small; they ranged from 5 in one fourth-year class to 18 in a second-year class. Students have an automatic reflex when the teacher walks in the door to stop talking and stand up. Students are so rule oriented that it took 2months for me to convince them that standing at attention when I walked into the room was not necessary. Discipline will not be a factor unless or until new classroom activities, which the students are not accustomed to, are introduced. Students do not pretend to have individual judgment on classroom activities or behavior and a project that is not in the rule book is handled with group decision making.

Tests and homework are another group-oriented activity. I had been told that Czech students commonly engage in what US teachers would consider cheating. For that reason I never gave multiple choice tests or fill-in-the-blank, but instead gave short answer quizzes demanding individual thinking.

Students in the Czech Republic are very aware that their world is changing and it leaves them with excitement on the one hand and fear on the other. They know that Czechs now have the possibility to create their own identity and they know that they are the generation that will be making many of the changes. At the moment, traveling to other countries is the most well-used new privilege, but the future is impossible to predict and even often impossible to think about. They lack confidence in even creating their own ideas and have a tendency to look to the past for guidance. The past they look to is the period between 1918 and 1939 when Czechoslovakia was an independent country. A group of US students spending a semester in Austria visited my classes one day. After they had left, I asked the Czech students what they thought. The first comment in each class was that the US students seemed to have confidence and said anything they thought. They liked that, but to a Czech student, saying anything you think is equated with being rude.

As part of the final exam my last semester at the Pedagogical Faculty I had the students write what they would like for me to tell US residents about their country or its politics or the educational system or their lives. I have not changed any part of their writing.

From Alena Cinerová:

A friend from Augsburg came to visit me last weekend. He was enthusiastic with everything he saw. When I apologized for the quality of things, he said, "No, no, I like things here."

We must realize we are good as Czechs and we must learn to be proud of our nation. I don't mean arrogant, but also not to bow our back. We need a little bit of healthy, self-confidence like Americans have. We are Czechs, you know.

From Marcela Smidová:

Our life changed very much after the revolution. We can say our opinions now, we can travel around the world and we have more possibilities of how to earn money in a profession. We have lived in a democratic country for 4 years and some people think that democracy means that we can do everything without rules and without looking to each other. This is a problem but I think that we will learn how to live in a democracy to be happy.

Darina Hahnova:

Children at the age of 10-11 start studying one foreign language. Until November, 1989, we were forced to learn Russian. Nowadays they can choose the language they'll study. They usually choose German or English. At the age of 14 children start studying at secondary schools. At this time students have to choose their 2nd foreign language. Their choice depends on the facilities of the school. Some schools can offer a wide choice of foreign languages, some only 2 or 3 foreign languages. After 4 years of study at secondary school students have to pass their School Leaving Exam. This exam includes at least one section of a foreign language. When you have passed this exam you can try to pass the entrance exam at a university and go on in language study. At the end, I'd say that Czech people are interested in foreign languages. Everybody has studied at least one foreign language in his life. But his language knowledge depends on his attitude to languages and to studying at all.

Judy Thatch was a Peace Corps volunteer in former Czechoslovakia and now lives in Kansas City, Missouri.

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Jobs in Japan: an unromantic view

by Philip Jay Lewitt

Not long after the fall of Saigon, I answered an ad in a San Francisco newspaper that resulted in a signed contract for a full-time job and a 6-month work visa in Japan. Before the deadline for reporting to my new job at a language school in Osaka, I rented a small house (with no bath) in northern Kyoto.

Looking at a map, I saw that Osaka was only 25 miles from Kyoto. Knowing there was sufficient public transportation, I was dismayed to find that it took me almost 2 hours from my door to the scarred, old wreck of the door of the language school, on a cramped second-floor landing in a run-down section of the city.

Therefore, when the old man who owned the school told me that he could only give me one afternoon and two nights a week of part-time work, I felt relief, and had the presence of mind to get from him a signed statement that in fact he had no full-time job available for me. I never saw him again.

I went back to my cold, bathless house in Kyoto, and found a job as a carpenter for $1.75 an hour. After a few months I found some easier and better-paid jobs: private lessons for a doctor's children; helping some young Japanese to start a language school (I had zero experience as a language teacher); some general education *eikaiwa* "English Conversation" classes at a prestigious private university in Kyoto. At this point I went to the Immigration Department in Osaka to see about renewing my fast-expiring visa so that I could finally get down to work and replenish my depleted savings.

The Immigration folk were most unhappy that I hadn't reported to them when my original job turned out to be smoke, and I had to fly to Korea for 3 days in order to come back with a new and different 1-year English-teaching visa, even though I had a proper sponsor and proper work. Thus ended the last of my money, and began my new life in Japan.

JALT, the Japan Association of Language Teachers, had barely begun, and was still so small and unknown that it took 2 years before I even heard of it. There simply was no support network outside of whatever introductions one had from whatever friends one could make. On the other hand, jobs, once found, were easier to land, there being little competition and fewer ESL credentials floating around.

Now, 15 years later, much has changed, and much remains the same. The Immigration Department can be stubborn and obscure. The rules have been changed but not really simplified. Rule One: learn to smile and bow and never ever raise your voice or lose your temper. The Japanese can be amazingly tolerant of Western weirdness, but when they're angry or offended, they retreat.

Language schools still run the gamut from fly-by-night to prestigious institutions, and it pays to check first. Jobs are harder to find here because the competition is stiffer — more people with better credentials.

Foreigners have a difficult time finding employment regardless of Japanese reference to a fuzzy concept called "internationalization," and this is all too often true in ESL education in language schools, company schools, and universities both public and private. All foreigners are largely excluded from decision-making or meaningful input on any level. And since American-style confrontation is taboo, you won't be told why you didn't get a job or a renewed contract.

This is particularly evident at public, national universities: by law, foreigners may be hired as regular faculty members only as an exception, and it's an exception that's rarely made. This translates into no voting privileges nor attendance at faculty meetings, and a true feeling of irrelevance, which may be fine for a 1- or 2-year lark, but turns out to be eviscerating for a professional interested in a long-term stay.

Still interested? Okay, a look at the flip side: today the private Japanese universities more and more give qualified foreign teachers an academic rank other than that of "Foreign Teacher," the right and responsibility to attend meetings and serve on committees, and tenure or tenure-track. However, the combination and permutation of rights, rank and responsibility are varied, unhampered by law or custom. Before accepting a university position, you should ask clearly about all of the above, as well as about salary and benefits; you may still not get a clear answer, however, so *caveat emptor*.

But chances are that you won't get this kind of job right away anyway. Foreign head-hunting is usually limited to short-term contracted positions, often 1 to 3 years and out, period. This works in its own way: the path to a really good, secure position in Japan is so mine-strewn that it does indeed separate the sheep from the goats.

You get here however you can; a scouting trip around the time of the yearly autumn JALT conference is probably worth it if you can afford it. You also remain here however you can, and work your way up. Coming directly from the US, a BA in English and some experience teaching ESL somewhere will get you a job in a language school, not more. An MA in English (and preferably in ESL) may get you a renewable contract at a fine language school or good company, or a limited contract at a university. In the cities, part-time university work (more prestigious and better-paid on an hourly basis than schools or companies) is available to qualified ESL teachers, once you are already here. It's always easier, obviously, to get a good job in the countryside, in the middle of nowhere. I recommend that as a way to get started.

Junior colleges, whose students are almost exclusively female, are willing to hire teachers without a record of publications, as are universities for part-time or special teach-only, limited-contract, full-time positions. In these jobs, the emphasis is on classroom experience in ESL, with experience in Japan the clear high priority.

For tenured positions, though, publications are usually required, an MA the minimum, a PhD preferred, nowadays, in English or ESL or "a related field" like Education or Intercultural Studies. Moreover, the "old boy" system is deeply entrenched, so a personal introduction from a Japanese, however tenuously connected to you, is an enormous plus, worth seeking out assiduously.

The infamous "English Conversation" is finally not the only allowable field of teaching for a foreigner. Universities are increasingly willing to consider non-Japanese for positions teaching linguistics, literature, culture, and writing.

Your personal introduction to potential employers in Japan is your résumé or CV (curriculum vitae). It will look different if you tailor it for Japan, and you should. Japanese résumé style requires more personal information than American or British résumés. At the top right, attach a passport-size photo in either black and white or color. Dress conservatively: tie for men, trace of a smile okay, but no ear-to-ear grins.

From top to bottom, list your home address, phone, and fax on the left, your Japanese address, etc. (if you have one) on the right.

The next line is headed "Personal," and should indicate birth date and birth place, citzenship, health, marriage status, name of spouse or "unmarried," date of marriage, number of children. If you can't attach a photo, indicate "male" or "female." Prospective employers want to know who you are, and if you want the job, tell them.

The next heading is "Education/ Honors/Credentials," and should be listed in reverse order, giving the degree, the field, the school and address, and the date of graduation. Leave out high school and below; it's irrelevant. (The British custom is to include elementary school, and it looks silly in Japan.)

"Experience" follows listing your most recent employment first. Be clear and concise; make yourself look good, but limit it to positions relevant to teaching ESL in Japan, which includes your ability to work with groups, to organize people and materials, non-ESL teaching experience, etc.

This is a good place to point out that the old American chestnut of résumés, "Career Objectives," is totally out of place in Japan. Just leave it out: the Japanese are definitely not interested — it's assumed that your objective is to get the job they're offering.

"Areas of Specialization & Research" is a nice heading under which you can put information about your own (relevant or at least semi-relevant) interests, and information which doesn't fit under the other headings. Your interest in things Asian is not germane to teaching English, so leave out your year of pot-throwing and all the gush about experiencing other cultures.

Lastly, "Professional Organizations," and then a line that reads, "Documentation, letters of reference, [and copies of publications] on request." If you think it will help, and it may, then you should also include in your application package copies of degrees and credentials, and letters of reference. Don't send transcripts unless asked to; just machine copies of degrees are sufficient. Sometimes Japanese employers will ask for official transcripts, but more often not, so begin with the unofficial (but real).

All this should fit on one or two, if you absolutely must, perfectly typed or printed pages.

If you have publications (which include speeches and presentations), list them on a separate sheet(s) of paper, with your name, address, and the heading "List of Publications" at the top. Divide them into appropriate categories, and have each category run past to present. Use MLA style; it looks good and reads easy.

Staple all the pieces of paper together with one staple in the upper left corner, résumé on top, then publications list, then degree and credential copies, and try to put everything on the same size paper (A4 or 8X11) so it makes a neat, easy-to-handle stack.

You're off on the right foot, in the door, gently, but firmly.

A word of caution about all the branches of American universities that have in recent years hung out their shingles in Japan: they are not accredited by the Japanese Ministry of Education; they do not hire with tenure or even for long-term English language teaching positions; they will not treat you or pay you better than Japanese schools; you will not be able to move back to the parent institution in the US, even if you're terrific.

Tenured faculty are sent from America; in most cases, the business end is controlled by Japanese businessmen. Just because it's a non-profit state university in the US doesn't mean that it's the same in Japan.

With that caveat to keep you from getting starry-eyed, these jobs are still good ones, by and large. You can meet fine people, get good experience, partake in some serious education, and support yourself in an expensive country. But don't forget to ask your questions before you sign on the line.

Although I sincerely hope the information in these essays will help you, it's a very personal view, not a research paper, and many of my colleagues in Japan, both Japanese and foreign, might disagree with me quite vehemently on any particular point. Take heart, and come to rethink and recreate the teaching of English in Japan, but your dream of working in Japan should be tempered with the cold water of reality.

It's just as true that there are many excellent institutions at which to work here. I consider myself lucky to teach at Kyoto Seika University with caring colleagues in a very liberal and open atmosphere. But the road to this wonderful place was filled with plenty of ruts and bumps, and no amount of advice and support will smooth it out entirely for you.

Dr. Philip Jay Lewitt is now a tenured full professor of English at Kyoto Seika University (private) and volunteers his time as the Job Counselor for the Job Information Center at the yearly national conference of the Japan Association of Language Teachers (JALT), a TESOL affiliate.

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TESOL: Making A Career Choice

Employment contracts at Japanese language schools

by T.J Markus

For the English as a second language teacher wishing to experience Japan, working at a language school offers an excellent way to learn about the culture, meet people, make friends, and make money in the process. Private language schools have taken strict measures in hiring prospective ESL teachers since immigration laws toughened in 1990, forbidding schools from hiring teachers without proper visas. Also, the recent worldwide recession has forced many private schools to reduce their teaching staff in order to balance their budgets.

It is no secret that the high yen rate is attracting scores of foreign English teachers to Japan and the competition is intense because of the many highly qualified people searching for jobs these days. Every language school would prefer a native-English speaker with a master's degree in TEFL or TESOL. Any 4-year degree from a recognized institution is no longer sufficient in meeting the minimum requirements for educational background because language schools are insisting that teachers have at least some kind of teaching experience or training. Employers tend to look for teachers who are truly interested in teaching Japanese students and interested in Japan. Many instructors in the recent past have been criticized for simply being in the country to make money while ignoring the culture and being insensitive to the students.

... language schools are insisting that teachers have at least some kind of teaching experience or training.

In addition to displaying a sincere attitude, being energetic, well-groomed, and well-dressed are necessary requirements for success in a country that is unusually preoccupied with personal appearances. Having a pleasant attitude and an outgoing personality is also a must since students seek interesting lessons and a cheerful classroom atmosphere as a refreshing change from the monotony of everyday life.

If you feel that you possess these qualities, the possibilities of employment at a private language school should be investigated.

Employment contracts at language schools are vague by Western standards, though all contracts must contain the following topics in clauses or conditions.

1. Visa and sponsorship

The employing school must promise visa and sponsorship, which includes: a) financial support during the teacher's tenure in the country; b) responsibility for the teacher's return to his or her home country in the event of an emergency situation; and c) responsibility for the teacher's observance to laws, rules, and regulations while in the country.

This statement referring to the school's obligation to provide visa and sponsorship papers should be in the contract.

2. Contract duration

A clause indicating the duration of the contract—usually 12 months—including the beginning and ending dates of the contract should also be included.

Visas generally coincide with the dates started in the contract.

3. Working hours

Working hours vary drastically from school to school. A school teaching strictly company classes (i.e., the teacher is sent to a business or company and teaches on-sight lessons) the weekly schedule is about 20 hours maximum. Expect to do some weekend lessons on occasion. For a school teaching "in-house" classes (i.e., the students come to the school) the range of teaching hours is anywhere from 20 to 40 hours per week. The average workday may begin in the early morning from approximately 8 am until 10 am and again from approximately 4 pm until 9 or 10 pm. Many schools require teachers to hold office hours during the day, attend meetings, administer tests, and other duties when not teaching. Always ask for details about such requirements before signing the contract.

4. Salary

In Japan, salaries are paid on a monthly basis, usually near the end of the month. The teacher should expect no less than Y250,000 per month before deductions, according to current law from 1990. Most schools deposit the salary into the teacher's bank account. The new teacher in Japan should have sufficient funds to cover the initial

expenses of the first month until payment is received. Most schools will, upon request, provide the teacher with a salary advance during the first month of employment.

5. Vacation

The section referring to vacation time, if any, should indicate whether or not paid vacations or other benefits such as return airfare or contract completion bonuses are included.

6. Other compensation

Other compensation refers to overtime, travel expenses to and from work, payment for teachers meetings, office hours and other nonteaching duties, deductions from salary for absences, and insurance benefits.

The extent to which schools provide these items varies drastically from school to school. The wise teacher may want to clarify such matters during the interview. However, expect vague answers. The schools do not like to commit themselves to any clause in a contract they might not be able to fulfill. The teacher should be aware that all employees are required by law to have insurance. A national health program exists in Japan and covers 70 percent of all medical costs. It is based on the income from the previous year. The first year in Japan is quite cheap, though expect a steep increase during the second year.

7. Contract renewal or separation

Two months prior to the final date is a typical time period for stating intentions. When extending the contract, do not expect a raise or additional benefits. Some schools may offer them, but conditions do not normally change much. When the teacher completes or terminates the contract in good standing with the school, a Statement of Release is given to the teacher and a copy is sent to the local immigration office. When separating from the school, always ask for this official document. It is necessary if the teacher wishes to work for another school in Japan.

8. Housing

A clause regarding housing is optional and varies from school to school. A few employers will provide housing for teachers. Others will offer to pay deposit costs and "key money" (nonrefundable gift money paid to the landlord for the right to rent the apartment). Employers may also provide housing allowances, cost of living allowances, a telephone, and other perks. Other employers may loan the new teacher money to pay the rental cost of moving into an apartment. About Y350,000 is needed up front, which is a modest figure. Some employers may simply state they will "assist" in finding housing, meaning the school will call a few real-estate agents and will act as a translator during negotiations. Teachers are generally expected to pay monthly rental costs, which range from Y40,000-100,000. The new teacher should investigate all of the conditions in the contract carefully before signing and accepting a teaching position with any language school.

T.J. Markus currently teaches at Sung Sim College of Foreign Languages in Pusan, Korea.

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Koreans' Expectations of English Teachers

by Oryang Kwon

The formal teaching of English in Korea began in 1883 with the opening of the first official English school, Tongmunhak, in Seoul. In the century since, thousands of international teachers of English have come to Korea to teach. Some became disillusioned and disappointed by adverse conditions of teaching and living and left earlier than planned. Others enjoyed the teaching experience in this country, yet were happy to return to their more comfortable home county. Still others stayed much longer than planned—indeed some never left. Even today, scores of teachers are staying in Korea far beyond their initial plan, renewing their contracts again and again.

As Korea becomes a more important member of the world community, it needs a greater number of, and more able speakers of English. Accordingly, the importance of qualified English teachers is greater than ever before. And now, perhaps more than ever, is a good time for an exchange of views and mutual expectations between Koreans and international teachers of English so that both parties may make the most of the cross-cultural interaction. The suggestions that follow are based on the observations of college-level English teaching; however, they are also applicable to English teaching at other levels.

Some basic knowledge of Korean is expected of foreign teachers. International teachers of English who try to learn Korean are more highly regarded by many Koreans than are those who never attempt to do so. Koreans are not only more accustomed to foreigners speaking Korean now than in the past, they even expect them to do so. I have noticed recently that some Korean collegues and students hold negative attitudes toward foreigners who, after a couple of years in Korea, still cannot understand simple Korean expressions or read Korean letters.

Learning the language can have several positive effects. It gives students a very strong stimulus and motivation to see their teacher struggle to learn their language. They see their language learning from a new point of view and adopt more practical approaches to foreign language learning than merely memorizing words and grammatical rules. Teachers also gain insight into English teaching by learning a language so different from English. In the course of learning the language, teachers will involve themselves actively in more interactions with Koreans and friendship and understanding will naturally grow out of such interactions. Finally, the utilitarian benefit of learning Korean is never small. In fact, even the simple ability to read Korean letters can open up a whole new world of convenience.

Many teachers of English arriving at a Korean school or institute find it hard to understand that they are entirely on their own and that there are no detailed guidelines regarding their teaching tasks. What they hear from the head of the department or the director of the institute is that it is all up to them. The teacher is expected to decide what to teach, how to teach, and what materials to use. No detailed information about the students' proficiency levels and their special needs is available to the new teacher in Korea. One teacher from the US that I worked with once complained about this lack of information and guidance from the institution. He added, however, that the lack of guidance and supervision also presents the teacher with a good opportunity to experiment with creative approaches to teaching.

Although such a lack of information and supervision may provide the teacher with good opportunities to experiment, it certainly is not beneficial to the students or to the institution. Therefore, the head of the department or institute would benefit appreciably if the international teachers would provide some informative records for their successors. The teacher may be well advised to keep a weekly or monthly journal of English teaching, describing the kinds of activities that were successful, the problems that the students had, and the kinds of materials that worked. The teacher can also work with one or more Korean colleagues to produce detailed guidelines for teaching English conversation or composition. Since each institute has different types of students, with various intellectual levels, these guidelines will be of great help to the future teachers of the particular institute.

To Korean students of English, a qualified teacher is the ultimate authority for their questions about the use of the language. They are a valuable resource of living English. Therefore, for the students, the usefulness of this resource increases in proportion to their availability to practice English in cross-cultural communicative interactions. Korean students expect teachers to set aside as much time as possible for them. In Korean culture the concept of a professor's office hours or "appointment" is unfamiliar to students. Many students come to a teacher's office, knock on the door, and walk in if the teacher is present. If not, they are likely to return another time, still without an appointment. If they are unable to meet with the teacher after several attempts, the students feel their teacher does not care for them.

As one teacher pointed out, English teachers are de facto cultural ambassadors. Each teacher represents his or her country and people. Koreans who have not traveled to foreign countries are very likely to form stereotypical

opinions regarding a country and its people based on their contacts with English teachers from that country. Although the majority of English teachers are from the US, and although many Koreans think they know quite a lot about the US, interpersonal contacts can still change these impressions for better or worse.

Foreign teachers of English can indeed serve as cultural ambassadors by reaching out and making friends with Koreans. They will find that friendships with Koreans are usually long-lasting. Teachers can make friends with Korean colleagues by actively getting involved in the faculty's social activities or launching joint projects with Korean colleagues.

Foreign language teaching and learning is a meeting between two or more individuals with a wide range of personal abilities, experiences, and aspirations. As such, it should become a joint effort between representatives of different cultures and languages to promote understanding and growth, thus bridging cultures and languages in the English classroom in Korea.

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Tips for teaching in Korea

by Ted Tucker

Most Western countries and even Japan are struggling with recession. But not Korea. As such, it is a good place to look for work teaching EFL. The job search and transition overseas can be difficult, but these five tips can help you get on the right track.

Do your own research. . .

. . .and lots of it. You are making an important personal, career, and financial decision. Cover every angle by researching the problem as thoroughly as possible. Don't be afraid to spend as much money on books and subscriptions as you did on your airplane ticket . Read every book, magazine, and newsletter you can find. If you are computer friendly, join computer services such as CompuServe and Prodigy. Through the forums (bulletin boards) on these services you will "talk" directly with people who have done what you want to do. CompuServe has many international members (and a Foreign Language Education forum) and Prodigy has an International Careers section. On CompuServe you can e-mail people in Korea, Japan, and other countries and ask them everything you want to know.

Go legally

Many teaching-oriented books recommend that you go overseas and initially teach or look for work (illegally) on a tourist visa. Don't. The dishonest schools are looking for you. You can't complain to the officials after working the first 4 to 6 weeks and never getting paid. This in *not* uncommon. You can find work before you go. It will take a little longer, but responsible schools, most colleges, and companies prefer to hire legally.

Consider an agent

Almost everything you hear and read will say don't pay an agent. I agree, but with the caveat "until after you have signed an employment contract." In this part of the world, contacts and connections are everything. You won't even have a chance for the best jobs unless you know someone who knows someone—an agent. My own interview had very little to do with me; they asked me two or three polite questions, then had a 2-hour conversation with my agent. An agent can get you a job before you come, help you through the visa maze, help you with any problems once you arrive, and later (as in my case) help you upgrade your position.

Average Teacher Income and Expenses*

	Korea (W)	In US Dollars
Total Income	1,250,000	1,536
Housing	0	0
Utilities	30,000	37
Food	200,000	246
Travel	100,000	123
Transport	30,000	37
Total Expenses	360,000	442
Net Income	890,000	1,093

Consider Korea itself

The wage/cost-of-living ratio is better in Korea than anywhere in the region. Yes, wages are higher in Japan; so are expenses. Food, housing, transportation, and just about everything else are expensive—two to five times higher than in Korea. Employers in Korea generally provide free housing and transportation assistance. You can save more and have more spendable income in Korea. Teacher qualifications less rigorous and competition is less fierce, so you can find a better job faster. A Bachelor's degree is required. A Master's degree can get you a professorship.

Set realistic goals. . .

. . . and plan your return home. Be realistic about what you would like to learn, earn, see, and do while overseas. Write your goals down. It is easy to get caught up in your work and forget to treat yourself to the culture and travel that make your new home so special. If your goals include saving a nest egg, budget to include your start-up expenses in your new country and the expenses for returning to your home county. Coming home, the resultant job search, housing, and vehicle expenses can be even more expensive than going to Korea in the first place. Make sure you maintain your contacts in your home country to ease the job search when you return. Write frequently to your friends and always include interesting photos. They, of course, wish they had the opportunity to do what you will be doing.

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Portugal: A home away from home

by Alan Marshall Weed

I couldn't help comparing Portugal to California when I first arrived here in 1986 to work at the American Language Institute in Oporto. Like northern California, the north is green and lush, overrun with pines and eucalyptus. The south of Portugal, on the other hand, is dry, hot, flat, and beautifully trimmed with long wide beaches. Oddly enough, Oporto, the largest city in the north, lies on the same latitude as my hometown San Francisco and likewise has the steep city streets, cable-carlike trams, morning and evening fog, a windy seaside, and dramatic ocean sunsets. The ocean to the west, however, is the Atlantic rather than the Pacific—the ocean first christened by the famous Portuguese discoverer Ferdinand Magellan. In fact, the Portuguese are very proud of having launched the "Age of Discovery" almost 500 years ago and they are also quick to remind you that they were the first to circumnavigate the globe, discovered the first sea route to India, and established their language—today spoken by more than 100 million people—in South America, Africa, India, and China. For a country about a fourth the size of California, Portugal has indeed had considerable influence on history.

Employment opportunities

Although today Portugal is one of the poorer relations in the European Community, its economy is growing faster than that of any other member country. To continue to compete successfully in the European and international market, however, the Portuguese need the tool most businessmen and professionals worldwide have discovered indispensable—English.

Language schools are sprouting everywhere here, and as a result, the demand for English teachers is even increasing. Undoubtedly, this is a teachers' market. Even native-English speakers without teaching experience are courted by language schools and those teachers with prior experience and EFL training can pick and choose where and when they want to teach. A work permit, however, is required—but only occasionally asked for—by employers. Should a teacher already have a job offer in Portugal, it is recommended that he or she obtain the residency and work permit from a Portuguese consulate in his or her home country prior to entering Portugal. As ECC regulations are beginning to tighten here toward foreign workers, Portuguese officials are now refusing to issue work permits to in-country aliens.

Economics

Teaching salaries in Portugal, at first glance, don't look so good. On the average, hourly wages range from about $10 to $20 and US teachers often scowl at $1,200 a month for an 18-hour teaching week. But, by Portuguese standards, this is good money considering that the per capita income is $325 a month. A recently graduated doctor, lawyer, or engineer may make only two or three times that to start; a high school teacher starts at $500 a month. Numbers, however, are not often an accurate measure of a country's standards of living. How well or how poorly one lives on a country's economy depends on a variety of factors. For example, Japanese salaries for EFL teachers look quite impressive, but once in the country and living on the Japanese economy, the salaries sadly convert into different values. On the whole, teaching salaries in Portugal are quite good in comparison to what other professionals are earning and in light of the cost of living; living relatively well is possible on this better-than-average Portuguese income. A recent problem, however, for teachers coming to Portugal has been the real estate boom that has sent property values and rents skyrocketing.

Culture

The Portuguese, in my opinion, are excellent language students. They are quick learners, have minimal pronunciation interference, and are highly motivated because they know that English is essential to their success. Most Portuguese have had 7 years of English in school. TV programs, most of which are British and American, are not dubbed. And, the interest in pop music—most of which is also British or American—is an important element adding to the proficiency in English of the Portuguese. Language teaching practices in the schools, in general, emphasize reading and writing over speaking. This, however, is often due to the state-subscribed curriculum and to the large classes teachers manage. Nevertheless, many of the students coming out of high school are quite proficient. Most also supplement their learning by attending private language schools while in high school or university. They very much enjoy meeting and speaking with English-speaking foreigners and are known for their hospitality and generosity as hosts. Being a foreigner in a land that so much resembles my home state of California and having the privilege of being a guest in a country whose people are friendly, courteous, and intelligent is an experience I truly recommend to anyone considering living and teaching in Portugal. ■

Alan Marshall Weed is Director of Courses at the American Language Institute in Oporto, Portugal. ALI will be recruiting at the Boston University Placement Center the first week of March and at the Employment Clearinghouse at TESOL '94, March 8-12, 1994, in Baltimore, Maryland USA.

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TESOL: Making A Career Choice

TESOL's Position on Nonnative speakers of English and hiring practices

by Linn E. Forhan

Some years ago, I phoned an old friend from graduate school who had gone to Rochester, New York to find employment in the community where her family lived. She is from the US and a native speaker of English. At that time, she had already successfully completed her MA TESOL degree, had taught EFL for 2 years with the US Peace Corps, and during the 2 years that she was a graduate student, taught in an intensive English university program in the US. You might imagine my surprise when she responded to my, "So what have you been doing?" with "Well, I spent this morning taking a standardized English proficiency test—listening, grammar, reading, vocabulary, and composition. When I finished that, I had to sit for an oral interview exam." She went on to explain that she had applied for an ESL classroom teaching position in the city schools and that regulations mandated that all prospective teachers, regardless of their citizenship or the "nativeness" of their English, demonstrate the established levels of English proficiency and comprehensibility by taking a standardized English language exam. My initial response at that time was one of great surprise, yet on more than a few occasions since I have reflected upon that particular situation and recognized the profound benefits to the job seeker and to the prospective employer when qualified professionals are offered equal access to the hiring process.

This past October (1991), the Executive Board of TESOL issued "A TESOL Statement on Nonnative Speakers of English and Hiring Practices," asserting its position on this very important issue of access to the hiring process. Understandably, there are defensible reasons why not everyone can have equal access to the hiring process. An applicant lacking the proper academic credentials would appropriately be eliminated from a pool of eligible candidates. Similarly, an applicant with little or no actual classroom teaching experience would most likely be removed from serious consideration for a "master-teacher" or "supervisory-teacher" position. Although these sorts of restrictions are based upon legitimate criteria, employment decisions based solely upon the native language of the applicant are not.

To eliminate a qualified applicant from the hiring process because that individual is not a native speaker of English suggests that nonnative speakers, by definition, lack excellence in English language proficiency. Adding insult to injury, such a restriction suggests that nonnative speakers can never achieve excellence in English language proficiency. Such a restriction erroneously implies that there is a single authentic variety of English and that by hiring a native speaker, one is guaranteed that students will have access to that single authentic model. This implication ignores the fact that within any English-speaking country one finds multiple variations, including regional standards for television and radio broadcasting.

By prioritizing the significance of the "nativeness" of one's English, prospective employers lose sight of the significance of one's command of the language, that is one's English language competence and demonstrated ability to communicate in an effective, articulate, easily comprehensible manner. Yet employers may worry that the students they enroll will complain that the English they are learning is somehow less than authentic if their teacher is a nonnative speaker. This is an understandable concern and certainly needs to be addressed, but not by fueling the fires of misinformation. This concern charges all of us involved in teaching English to speakers of other languages to educate our students. We need to inform them that there isn't a single standard English; there are substantial differences between the major classifications of "British" and "American," and there is significant variation within each of those two main groups. Such information is of tremendous importance for it reflects linguistic reality, promotes the dismantling of discriminatory barriers preventing qualified professionals equal access to the ESOL classroom, and strongly encourages learners to shift their focus from flawed assumptions about authentic language form to the immediate relevance of communicative excellence.

Employment decisions restricting applicants on the basis of native language serve to exclude well-qualified professionals from the hiring process and to deny English language learners worldwide the invaluable wealth of role models that becomes available when one studies with a good teacher who has faced with success similar language hurdles. It seems that the only "benefit" of such a restriction is the "convenience" that it offers to employers by reducing the number of applicants to be examined during the hiring process. In view of the loss of talent and expertise, not to mention the personal degradation of qualified professionals, such convenience is no real benefit at all.

Recognizing that such a restriction is contradictory to sound linguistic research and pedagogical practice and that it discriminates against well-qualified individuals, the October 1991 TESOL statement resolves that TESOL make every effort to expunge from all of its publications and from the publications of its affiliates all language

which supports the exclusion of individuals who are nonnative speakers of English from employment opportunities within this profession. The statement further resolves that TESOL make every effort to prevent such discrimination within its own hiring practices and within the employment support services that it operates. Thus, TESOL will no longer accept advertising or post job announcements that specify "native speaker of English" as an eligibility requirement.

It is important to note that the TESOL statement in no way suggests that standards of English language proficiency (including oral comprehensibility) are insignificant factors or that they be ignored in the job search process. Obviously sound professional and pedagogical standards mandate that one who teaches English to speakers of other languages demonstrate excellence in English language proficiency. Rather the statement challenges the practice of using language of birth as an indicator of proficiency or lack thereof.

The issues raised here are of great importance. The TESOL statement is a positive step in addressing a glaring disparity between what has long been known about language and the established hiring practices within the profession. It is an invitation to all of us to grow in our understanding of these issues and to commit ourselves to fairness in hiring. "A TESOL Statement on Nonnative Speakers of English and Hiring Practices" offers recognition and support to the thousands of well-qualified professionals throughout the world who are teachers of English to speakers of other languages.

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A TESOL Statement on Nonnative Speakers of English and Hiring Practices

Whereas TESOL is an international association concerned with the teaching of English to speakers of other languages and composed of professionals who are both native and nonnative speakers of English, and

Whereas employment decisions in this profession which are based solely upon the criterion that an individual is or is not a native speaker of English discriminate against well-qualified individuals, especially when they are made in the absence of any defensible criteria, and

Whereas such decisions, not based on sound criteria, must therefore be in contradiction to sound linguistic research and pedagogical practice,

Therefore be it resolved that the Executive Board and the Officers of TESOL shall make every effort to expunge from all publications of TESOL and its affiliated bodies all language supporting such discrimination, and

Therefore be it further resolved that the Executive Board and the Officers of TESOL shall make every effort to prevent such discrimination in the employment support structures operated by TESOL and its own practices, and

Therefore be it further resolved that the Executive Board of TESOL shall instruct the committee on Professional Standards (and such other TESOL bodies as the Board sees fit to involve) to work towards the creation and publication of minimal language proficiency standards that may be applied equally to all ESOL teachers without reference to the nativeness of their English.

This resolution is moved by the Sociopolitical Concerns Committee, having been drafted by the Employment Issues Sub-Committee and endorsed by the committee of the whole.

The Sociopolitical Concerns Committee urges that, should this resolution be duly passed, the Executive Board establish a deadline by which the actions herein mandated are to be implemented.

October 1991

Looking for work? Cast your net electronically

by Marilyn Kupetz

Employers have traditionally advertised language teaching and other language related job vacancies through newspaper classified advertisements, employment bulletins, and recruitment agencies. Job seekers, however, may also find it useful to do some preliminary scouting through computer databases, such as the Foreign Language Forum (GO FLEFO) on CompuServe and NAFSAnet.

Foreign Language Forum has three databases

CompuServe's Foreign Language Forum offers advertisements for ESL and other language-related job openings, both foreign and domestic. Job seekers may find notice of positions in language teaching, translating/interpreting, international business, or any other type of job in which foreign language competence is required.

The list is available on the Foreign Language Forum 24 hours a day, 265 days a year, to the more than 750,000 subscribers to CompuServe and affiliated networks around the world. It is divided into three sections: descriptive information (how to use the database), standing announcements (how to contact employers large enough to have openings on a regular basis, and how to locate vacancy lists available through other sources), and current postings (notices that are received regularly, posted weekly, and deleted once the closing date has passed).

Information must be requested electronically (via Bitnet, CompuServe, MCIMail) to: 76703.2063 @ CompuServe.Com (on Bitnet/Internet) or 76703.2063 (on CompuServe). CompuServe membership, which allows access to 1,399 other databases (including Travel Forum), costs $39.95 (in 1991).

For more information on CompuServe, write CompuServe Incorporated, PO Box 20212, Columbus, Ohio 43220 USA or call 1-800-848-8199 (in the US and Canada(or 614-457-0802 (from any country outside the US or Canada).

NAFSAnet is a source for jobs

E-mail users at institutions connected to Bitnet/Internet, or those who use a PC, modem, and commercial systems such as CompuServe or MCIMail, may also want to access NAFSAnet. Available to members of the National Association of Foreign Student Advisors: Association of International Educators (NAFSA:AIE), this computer network offers access to the "NAFSA Update."

According to Jim Graham, a member of NAFSA's MicroSig steering committee, "NAFSA Update" is an "online weekly summary of government activity related to international educational exchange," in the US, a forum for questions on, for example, interpreting credentials from institutions around the world or handling global crises facing students from different countries, and a repository for notices on job openings. (See *NAFSA Newsletter*, 1/91.)

For more information on NAFSAnet and its services, contact Jim Graham, 4301 Terry Lake Road, Fort Collins, Colorado 80524. Tel. 303-493-0207. Fax 303-491-5501. Bitnet JGRAHM@CSUGREEN.BITNET. Internet JGRAHAM@LAMAR.COLOSTATE.EDU or Bernard LaBerge, Graduate School, 100 Sandy Hall, Virginia Polytechnic Institute, Blacksburg, Virginia 24060. Tel. 703-231-6271. Fax 703-231-3714. Bitnet GSBEL@VTVM1.BITNET. Internet GSBET@VTVM1.CC.VT.EDU.

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Oviedo 33011
Spain
Tel. 85298519

Manchester School
San Bernado 81
Gijon, Alicante 33201
Spain
Tel. 85358619 • Fax 85356932

Exeter English School
Uria 15
Gijon (Asturias) 33202
Spain
Tel. 85330070

Inlinguas Idiomas
Menendez Pelayo 2
Gijon 33202
Spain
Tel. 85330087

Oxford School
Aleixandre s/n
Las Vegas (Corvera de Asturias) 33400
Spain
Tel. 85577575

English Centr
San Francisco 10
Asturias 33400
Spain
Tel. 85545933

Britannia School
Centro de Idiomas:
Leopoldo Lugones 3
Lugones (Asturias) 33420
Spain
Tel. 85262800

Exeter English School
Reina M. Cristina, 2-1oA
Candas 33430
Spain
Tel. 8587170202

American Cente
Manuel Llaneza 26
Mieres 33600
Spain
Tel. 85461454

Lord's Language Center
Poeta Alfonso Camin
Sama de Langreo (Asturias) 33900
Spain
Tel. 85682050

Inlingua Idiomas
Paseo de Tomas Morales 28
Las Palmas de Gran Canaria 35003
Spain
Tel. 28360671 • Fax 28368664

English Centre De Pontevedra
C/Cruz Gallastegui 2
Pontevedra 3600
Spain
Tel. 86843652

Euroschools
Regueiro 2
Vigo 36211
Spain
Tel. 86291748

Inlingua Idiomas
Rualasal 23
Santander 39001
Spain
Tel. 42223466

Kent Idiomas
Tejedores 28
El Carmen
Segovia 40004
Spain
Tel. 1434423

Windsor School Of English
Virgen De Loreto 19-1
Sevilla 41001
Spain

CLIC - Centro De Lenguas E
Intercambio Cultural
Santa Ana II
Seville 41002
Spain
Tel. 54384703

English School Macarena
Dr. Jimenez Diaz 20
Seville 41008
Spain
Tel. 54356134

Epicenter
Niebla 13
Seville 41011
Spain
Tel. 54279540

Escuela Union Pacific
Virgen de Lujan 30A
Seville 41011
Spain
Tel. 54455515

Escuela De Oficial De Idiomas
Alonso Valazquez, s/n
Soria 42004
Spain
Tel. 75228652

The British School - Tarragona
Prat de la Riba 6
Tarragona 43001
Spain
Tel. 77211605

Inlingua Idiomas
Teodoro Gonzalez 11, 1oA
Tortosa (Tarragona) 43500
Spain
Tel. 77446611

Oxford House
Apto. 271
El Vendrell 43700
Spain

International House-Valencia
Pascual y Genis 16
Valencia 46000
Spain
Tel. 63522971

American Institute
El Bachiller 13
Valencia 46010
Spain
Tel. 63696168

Live Centres-Centro Ingles Luz
Pasaje Residenciales Luz
8 bajo
Valencia 46010
Spain
Tel. 63614074 • Fax 63699590

Mangold Institute
Calle Santo Duque 5-1o
Gandia (Valencia) 46700
Spain
Tel. 62873116 • Fax 62870599

Language Centre
Convento 5
Alaquas (Valencia) 46970
Spain
Tel. 61506760

Santa Ana Centro De Idiomas
Pasion 10
Valladolid 47001
Spain
Tel. 83358242

Britannia Centro De Ingles

Telesforo Aranzadi 3-6o
Bilbao 48008
Spain
Tel. 944436642

Lanser Language Services
Colon de Larreategui 26-3o
Bilbao 48009
Spain
Tel. 44240988

Second Lang. Acquisition Serv
Egana 6-2oC
Bilbao 48010
Spain
Tel. 44448062 or 44448066

Treland Anglo-World
Barria 1
Las Arenas (Vizcaya) 48930
Spain
Tel. 44631926 or 44648989

School of English
Jenaro Oraa 6
Santurce (Vizcaya) 48980
Spain
Tel. 44619555

Cambridge School
Zurita 21
1o Izda
Zaragoza 50001
Spain
Tel. 76211909

Oxford Centro De Idiomas
San Miguel 16
Zaragoza 50001
Spain
Tel. 76221810 or 76211120 • Fax 76212010

Idiomas Campo
Torrenueva 32
Zaragoza 50003
Spain
Tel. 76291121 or 76394042

Stevenson School Of English
Gran Via 11
esc. C-1o, puerta 5
Zaragoza 50006
Spain
Tel. 76226361

Trinity School Of English
Po Ruisenores 5
Zaragoza 50006
Spain
Tel. 76276577

Technical College Of English
Francisco de Vitoria 13
Zaragoza 50008
Spain
Tel. 76227909

Mod-Lang
Celso Emilio Ferreiro 10-1oA
Zaragoza 50010
Spain
Tel. 76333433 • Fax 76312211

Swaziland

University Of Swaziland
Kwa-Kuseni
Swaziland

Switzerland

Ecole Club Migros Lausanne
Place de la Palud 22
Case Postale 313
Lausanne 17 1000
Switzerland
Tel. 021202631

Brilliantmont Ecole Intl
Av. Secretan 12-18
Lausanne 1005
Switzerland
Tel. 213124741

Berlitz
14 Rue de l'Ancien-Port
Geneva 1201
Switzerland
Tel. 227383200

ELCRA-BELL
Chemin des Sports 8
Geneva 1203
Switzerland
Tel. 119295826

Ecole Club Migros Geneve
3 rue du Prince
Geneva 1204
Switzerland
Tel. 022286555

Berlitz
1 Carrefour de Rive
Geneva 120
Switzerland
Tel. 227861476

Mme Pujol, Verbum Et Comm.
Case Postale no. 4
Geneva 7 1211
Switzerland
Tel. 0227400980 • Fax 0227401848

Ecole Club Migros Neuchatel
3 rue du Musee
Neuchatel. 2001
Switzerland
Tel. 038258348

Migros Klubschule Bern
Marktgasse 46
Bern 3011
Switzerland
Tel. 031222021

Ecole Normale Superieure de Sousse
Dept. de Anglais
Ettafala, Sousse 4000
Switzerland

Berlitz
Munzgasse 3
Basel 4001
Switzerland
Tel. 61256360

Migros Klubschule Basel
Jurastrasse 4
Basel 4053
Switzerland
Tel. 350066

Basilingua Sprachschule
Birsigstrasse 2
Basel 4054
Switzerland
Tel. 612813954

Migros Klunschule Aarau
Herzogstrasse 26
Aarau 5000
Switzerland
Tel. 064246431

Migros Klubschule Baden
Hochhaus Hotel. Linde
Hellingerstrasse 22
Baden 5400
Switzerland
Tel. 056226026

Migros Klubschule Luzern
Schweizerhofquai 1
Luzern 6004
Switzerland
Tel. 041515656

Scuola Club Migros Lugano
Via Pretorio 15
Lugano 6900
Switzerland
Tel. 091227621

Bell School
Zurich Todistrasse 1
Zurich 8002
Switzerland

Alpha Sprachstudio
Freidstrasse 72
Zurich 8032
Switzerland

Thailand

TCD Company
c/o John Moriarty
26 Suhkumvit Soi 24
Bangkok 10110
Thailand
Tel. 22587036

ECC (Thailand)
430/19-20 Chula 64
Siam Square
Bangkok 10330
Thailand
Tel. 2551856 or 255185 • Fax 2542243

Inlingua School Of Languages
7th Fl.,Central Chidlom Tower
22 Ploenchit Road
Pathunwam, Bangkok 10330
Thailand
Tel. 22547028 or 22547029 • Fax 22547098

ELS International
419/3 Rajavithee Road
Phayathai, Opposite Child Hosp.
Bangkok 10400
Thailand
Tel. 22458953 or 22460426

American University Lang. Ctr.
179 Rajadamri Road
Bangkok 10500
Thailand
Tel. 22528170

Berlitz
8 N. Satorn Road
Bangkok 10500
Thailand
Tel. 22353846 or 22353853 • Fax 22385358

Elite Language School
2nd Floor,Kongboonma Bldg. or 22336621
699 Silom Road
Bangkok 10500
Thailand
Tel. 22336620 or 22336621 • Fax 22371997

English Language Schools
26/3, 26/9 Chomphol Lane 15
Bangkok 1090
Thailand
Tel. 2587036

English Language School
26/3.26/9 Chomphol Lane
Lardprao Lane 15
Bangkok 10900
Thailand
Tel. 25110439 or 25113549

LCC Language Institute
8/64-67 Ratchadapisek-Lardprao
Bangkhaen, Bangkok 10900
Thailand

Turkey

English Fast
Altiyol Yougurcu Sokak 29
Kadikov, Istanbul
Turkey
Tel.3389100

Video English Schools
860 Sokak No 1/4
Konak, Izmir
Turkey
Tel. 51137273

Best Ozel Yabanci Diller Kursu
Ali Sami Yen Sk.
Muhaddisogklu Ishani, Kat 3-4
Gayrettepe, Istanbul
Turkey
Tel. 11742890

Bogazici Lisesi
Ayazaga Kogu Yolu Girisi
Maslak, Istanbul
Turkey
Tel. 1764140

Bogazici Ogremtim Isletimesi
Gokfiliz Ishani Kat
8 Medicidiyekoy
Istanbul
Turkey
Tel. 11742070 or 11742071

Cinar School Of English
860 Sokak 1/4 Konak
Izmir
Turkey
Tel. 51137273 or 51137274 • Fax 51411113

Cizakca Lisesi
Ihsan Cizakca Lisesi
Sirameseler, Bursa
Turkey
Tel. 23363938

Cukurova Univ. For. Lang. Tch. Center
Balcali-Adana
Turkey
Tel. 711133394

Dilmer Ltc
Unlu Cad, 7
Heykel, Bursa
Turkey
Tel. 24214758

The English Centre
Rumeli Caddesi 92/4
Zeki Bey Apt
Osmanbey, Istanbul
Turkey
Tel. 11470983 or 1152 8271

The English Centre
Sair Esref Bulvari 30/3
Izmir Turkey
Tel. 51255673

English Fast
Head Office
Altiyol Yogurtcu
Kadikoy, Istanbul
Turkey
Tel. 13389100 or 13451440

English Lab
1720 Sokak No. 26/3
Karsiyaka-Izmir
Turkey
Tel. 51118936

Evrim
Ozel Evrim Yabanci Dil Kursl.
Cengiz Topel Caddesi 8/2
Camlibel, Mersin
Turkey
Tel. 74121893 or 74139541

International School
Kasap Sok.
Eser Apt. A Blok, 16/7
Esentepe, Istanbul
Turkey
Tel. 1759300 or 1759301

Kent English
Mithatpasa Caddesi No. 46 Kat 3
Kisilay, Ankara
Turkey
Tel. 41343833 or 11336010

New Kent English
1472 Sokak No. 32
Alsancak, Izmir
Turkey
Tel. 51632737

Tekdil
45/A Mesrutiyet Caddesi
Kizilay, Ankara
Turkey
Tel. 41343334 or 41338474

Turkish American Univ. Assoc. Language Center
Rumeli Caddesi No. 60-62 Osmanbey, Istanbul
Turkey
Tel. 11402607

Ucuk Intl. Language School
Isik Han

Halep Caddesi
Malatya
Turkey
Tel. 82112908

English Centre
Rumeli Cad. 92/4
Zeki Bey Apt.
Osmanbey, Istanbul
Turkey
Tel. 1470983

Istanbul University
Rektorlugu Beyarzit
Istanbul
Turkey

Kapani Ishani
Cumhuriyet Bulvari
Gumruk, Izmir
Turkey

Kumlu Dersanerleri
Bursa Merkez
Basak Caddesi
Bursa
Turkey
Tel. 24120465

Dr. Lola O Kari Ozel .
Tercuman Lisesi Londro Asfalri
Topkapi, Istanbul
Turkey

English Fast
Yuksel Cadessi 19
Kizilay, Ankara
Turkey

Akademi School Of English
Bahar Sokak No. 2
Diyarbakir 21000
Turkey
Tel. 83117907 or 83142297

Akademi Egitim
Merkezi Bahar Sokak 2
Diyarbakir 21100
Turkey

Fono Private Elementary School
Gundogdu Caddesi 49
Merter, Istanbul 34016
Turkey
Tel. 15755212 or 15751352 • Fax 15842742

Turyap Int'l. Educational Cent.
Tarlabasi Bulvari 60
Taksim,
Istanbul 80080
Turkey
Tel. 11508556 or 11536814 • Fax 11469476

Istanbul Turco-British Assoc.
Suleyman Naazif Sokak No.68
Nisantasi, Istanbul 80220
Turkey
Tel. 11328200

ITBA (Istanbul Turco-British Association)
P.K. 520
Sisli, Istanbul 80224
Turkey
Tel. 11328200

English Fast
Buyukdere Cad. Leylak Sokak
Hani 'B' Blok K13 M. Koy
Istanbul 80300
Turkey

Dilko English Centres
PO Box 152
Kadikoy, Istanbul 81300
Turkey
Tel. 13380170 or 13381070 • Fax 13380170

Togo

English Language Program
American Cultural Center
Lome B.P. 852
TOGO
Tel. 212166

Transkei

Clydesdale College Of Educ.
Private Bag X541
Omzimkule
Transkei

Maluti Training College
PO Box 87
Matatiele 4730
Transkei

Mfundisweni College Of Educ.
PO Mfundisweni
Flagstaff 4810
Transkei

Sigcaw Training College
Private Bag 514
Flagstaff 4810
Transkei

Shawbury Training College
Private Bag X1
Qumbu 5187
Transkei

Masibulele College Of Educ.
Private Bag X338
Whittlesea 5360
Transkei

Mt. Arthur Training College
Private Bag X21122
Lady Prere 5410
Transkei

Bensonvale Training College
PO Box 6
Bensonvale 5562
Transkei

Tunisia

Attn: Abdelmajid
Universite De Sfax
Faculte De Medecine
Sfax
Tunisia

Attn: Amel Benchour
Institut Super. d'Hotellerie et de Tourisme
Sidi Dhrif
Sidi Bou Said
Tunisia

Attn: Nefissa Berrejeb
Institute de Presse et des Sciences de l'Information
7 Impasse Bachrouch
Montfleury, Tunis
Tunisia

Attn: Naima Boussofara
Ecole Superieure de Commerce
Dept. des Langues
11 Rue Borjbourguiba
Tunis
Tunisia

Attn: Dalenda Chouk
Institut des Hautes Etudes Commerciales
Universitede Tunis III
Carthage Presidence
Tunisia

Attn: Samja Melki
Ecole Superieure de Commerce
11 Rue Borj Bourguiba
Tunis
Tunisia

Hachmi Trebulsi
Faculte des Sciences Humaines
94 Bld du 9 avril 1938
Tunis
Tunisia

Attn: Brita Zidi
Ecole Nationale d'Ingenieurs de Tunis
Universite de Tunis II
Tunis
Tunisia

Attn: Leile Knani
Tunis Air
Division Formation
Aerport Tunis Carthage
Tunisia

Attn: Bechir Annabi
Banque Centrale De Tunisie
7 rue de la Monnaie
Tunis 1001
Tunisia

Bourguiba Inst. Of Modern Lang
47 Av. de la Liberte
Tunis, Belvedere1002
Tunisia
Tel. 282418 or 282923

Attn: Liz Thornton
Institut Bourguiba Des Langues Vivantes
47 Avenue de la Liberte
Tunis Belvedere 1002
Tunisia

Attn: Kacem Ben Hamza
Institut Bourguiba des Langues Vivantes
47 Avenue de la Liberte
Tuis Belvedere 1002
Tunisia

Attn: Mohamed Jabeur
Institut Bourguiba des Langues Vivantes
47 Avenue de la Liberte
Tunis Belvedere 1002
Tunisia

Attn: Ayatollah Labadi
Institut Bourguiba des Langues Vivante
47 Avenue de la Liberte
Tunis 1002
Tunisia

Attn: Anic Slim
Institut Superieur de Gestion
42 Rue du ler Juin
Tunis 1002
Tunisia

Attn: Mohammed Hammar
Lycee Pilote d'Ariana
Dept. d'Anglais
9 Rue Sidi Rassas
Tunis 1006
Tunisia

Attn: Rafika Kallel
Ecole Normale Superieure del'Enseignement Technique
5 Avenue Taha Hussein
Tunis 1008
Tunisia

Attn: Hamouda Hemissi
Faculte des Sciences
Dept. des Geologie
Campus Universitaire
Tunis 1060
Tunisia

Attn: Bechir Bouaicha
Faculte des Sciences Economiques et de Gestion
26 Rue Montevideo
Le Bardo 2000
Tunisia

Attn: Khamais Ben Hamida
Faculte des Lettres
Dept. d'Anglais
La Manouba 2010
Tunisia

Attn: Mohamed Maamouri
Faculte des Lettres
La Manouba 2010
Tunisia

Attn: Cherifa M'Barek
Academie Militaire
3 Rue Taha Hussein
Ezzahra 2034
Tunisia

Attn: Salah Guezguez
Ecole des P.T.T.
Route de Raoued km. 3.5
Ariana Ecole 2069
Tunisia

Attn: Fathi Neifar
Faculte des Lettres et des Sciences
Route Menzel Chaker
Sfax 3003
Tunisia

Attn: Mongi Bahloul
Faculte des Sciences Econ et de Gestion
Route de l/Aerodrome km. 4.5
Sfax 3028
Tunisia

Attn: Mohsen Hamli
Faculte des lettres
et des Sciences Humaines
Kairouan 3100
Tunisia

Attn; Nabil Bedoui
Faculte de Droit de Sousse
Section d'Anglais
Cite Erriadh Sousse 4002
Tunisia

Attn: Bechir Saadaoui
Faculte de Medecine de Sousse
Ibn El Jazzar Sousse 4002
Tunisia

Attn: Youssef Jamel
Faculte des Lettres de Sousse
9 Avenue de la Republique
Akouda 4022
Tunisia

Attn: Danielle Maaref
Faculte des Sciences de Monastir
Route de Kairouan
Monastir 5000
Tunisia

Attn: Mohamed Brahim
I.P.E.I.N. Nabeul
PO Box 8
Grombalia 8030
Tunisia

Taiwan

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Rm 78-08 World Trade Centre
Hsin Yi Rd, Section 5
Taipei
Taiwan
Tel. l27252573

ELS International
59 Chungking South Road
Section 2
Taipei
Taiwan
Tel. 23219005

Gram English Institute
7F 402 Tun Hwa South Road
Taipei
Taiwan
Tel. 27410970

Hess Language School
51 Ho Ping East Road
3F
Taipei Taiwan
Tel. 27031118

JJ-ELS
9th Fl., 33 Chung Hsaio. Rd.
Section 1
Taipei Taiwan
Tel. 2361-9100

Oxford Language Computer Inst
8th Fl., 240 Chung Shan 1st Rd.
Kaohsiung
Taiwan
Tel. 72317065 or 72812315

Venezuela

Centro Venezolano Americano
Urb Las Mercedes
Apdo 61715 Del Este
Caracas 1060-A
Venezuela
Tel.27515511

British Council Caracas
Torre La Novia, piso 6
Paseo Enrique Eraso, Apt. 65131
Caracas 1065
Venezuela
Tel. 2915222

Yugoslavia

Language Study Centre
Brace Miladinov 16a
Sombor 25000
Yugoslavia
Tel.2534213 or 2537666

Zimbabwe

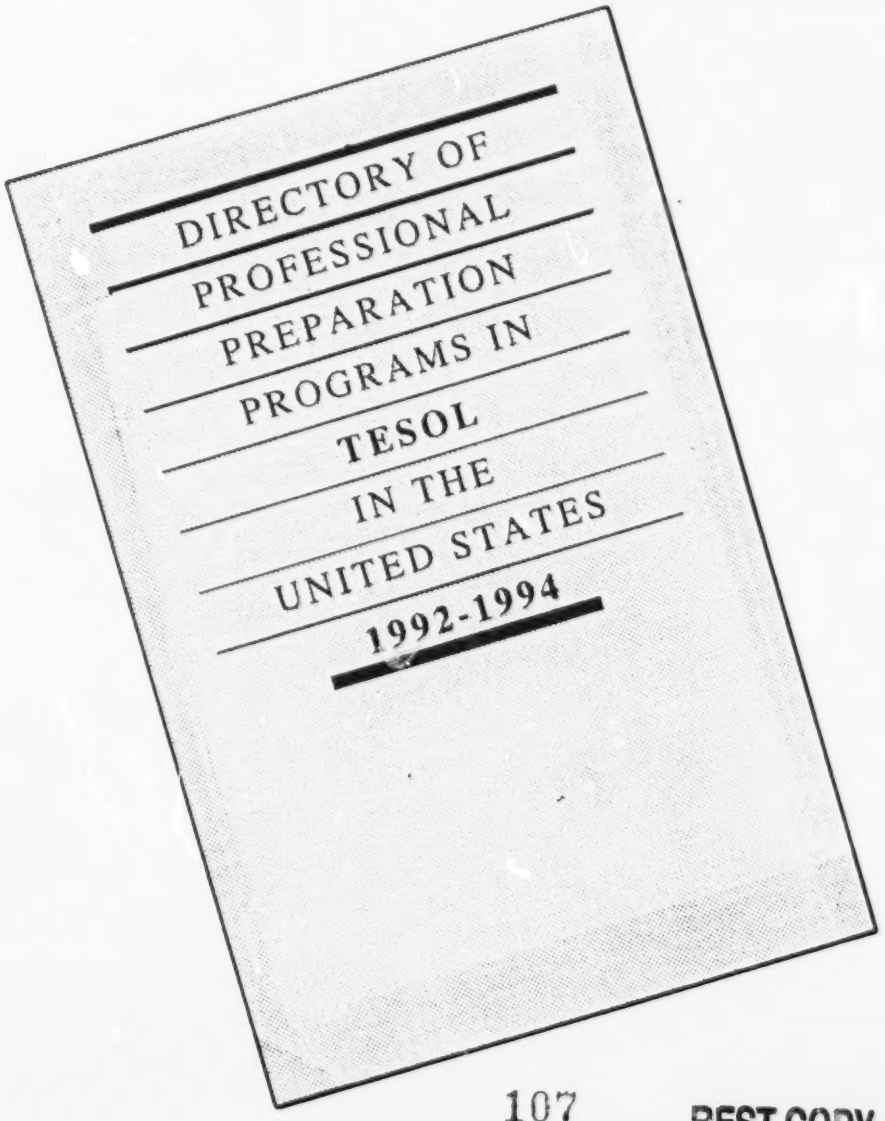
Ranch House College
Adult Education Centre
PO Box 1880
Harare
Zimbabwe
Tel. 4702198 or 4702199

State Certification Requirements for Teaching English to Speakers of Other Languages in the US

These pages are from the TESOL publication, ***Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994,*** for sale by the Publications Department.

by Helen Kornblum with Ellen Garshick

Those interested in teaching English as a second language in the public school systems (elementary, secondary, and adult education) should check for the state requirements for teacher preparation. The list of state certification and endorsement requirements was compiled in 1992 and some of the requirements may change. Each state should be contacted for current requirements.



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STATE CERTIFICATION REQUIREMENTS FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The information contained in this section was obtained by questionnaires sent to the officials in 50 state departments of education. In summary, of the 47 states responding, 38 have a certificate or endorsement in the field of teaching English to speakers of other languages.

The name given in the first column is the person to whom a prospective teacher or interested person should write for further information. Where specific requirements were returned, they are included here.

State Further Information	Is there certification/ endorsement licensure in TESOL?	Comments or further requirements
Alabama Joanna B. Crane Foreign Language Specialist Alabama State Department of Education 50 North Ripley Street Montgomery, AL 36130 (205) 242-8013	No—Elementary and secondary English certification is accepted for teaching ESL.	
Alaska Teacher Certification State Department of Education PO Box F Juneau, AK 99811-0500 (907) 465-2831	Yes—endorsement	The requirement for ESL endorsement is completion of an approved teacher education sequence in TESL.
Arizona Verma M. Pastor Director of Bilingual Education Arizona Department of Education 1535 West Jefferson Street Phoenix, AZ 85007 (602) 542-4368 or 5393	Yes	The ESL endorsement requirements include (a) 21 additional semester hours added to an elementary, secondary, or special education certificate; and (b) a second language learning experience.
Arkansas Susan M. Grier, Specialist Foreign Language Education State Education Buildings 405-B 4 Capitol Mall Little Rock, AR 72201 (501) 682-4475	Information not provided.	

State Further Information	Is there certification, endorsement licensure in TESOL?	Comments or further requirements
California Philip A. Fitch Executive Secretary Commission on Teacher Credentialing 1812 9th Street Sacramento, CA 95814-7000 (916) 445-7254 or 4688	Yes—certification	A Language Development Specialist Certificate is issued to teachers who meet the following requirements: (a) possession of a valid California basic teaching credential, (b) verification of the completion of a Commission-approved program or relevant experience, (c) verification of satisfactory completion of approved state examination for the Language Development Specialist Certificate, and (d) verification of 1 year of formal college-level coursework in a foreign language or its equivalent.
Colorado John M. Walker, Supervisor Teacher Certification Colorado Department of Education 201 East Colfax Avenue Denver, CO 80203 (303) 866- 6628	Yes—endorsement	ESL may be added to an existing endorsement. The requirements for this add-on endorsement include (a) completion of an approved program of professional education, and (b) completion of an approved program of ESL training.
Connecticut Connecticut State Department of Education Bureau of Certification and Accreditation PO Box 2219 Hartford, CT 06145 (203) 566-5497	No	General certification is acceptable for elementary school level. Certification in either English or a foreign language is acceptable for TESOL in grades 5–12.
Delaware Joyce Budna, State Supervisor Certification Division Delaware Department of Public Instruction Box 1402 Dover, DE 19903 (302) 739-4601	Yes—certification	Requirements for ESL certification include (a) a bachelor's degree from an accredited college; (b) completion of a program in teacher education in ESOL or a minimum of 15 semester hours with specific distributions; and (c) a major in ESOL, or the completion of a program in teacher education in ESOL, or completion of a program in English, or a foreign language, or elementary education with specific courses in applied linguistics.
Florida Bureau of Teacher Certification Florida Education Center Tallahassee, FL 32399 (904) 488-2317	Yes—certification and endorsement	Coverage in ESOL is a full certification area based on a degree major in ESOL allowing the individual to teach English or language arts to limited English proficient students. The requirement is a bachelor's degree or higher with a stated major in ESOL. The endorsement complements the full coverage, allowing the individual to teach a subject or subjects to limited English proficient students. Requirements are 15 semester hours of specific coursework in ESOL and a score of 220 on the TSE.

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State Further Information	Is there certification/ endorsement licensure in TESOL?	Comments or further requirements
Georgia Beth Arnow, Coordinator Migrant/ESOL Education Twin Towers East, 1958 Georgia Department of Education Atlanta, GA 30334 (404) 656-4995	Yes—endorsement	An endorsement in ESOL may be added to all teaching certificates and to the service fields of school counselor and language pathologist. Fifteen quarter hours must be earned as follows: (a) 5 quarter hours in applied and or contrastive linguistics, (b) 5 quarter hours in culture and society, and (c) 5 quarter hours in instructional methods and materials.
Hawaii Office of Personnel Services PO Box 2360 Honolulu, HI 96804 ATTN: Certification Office (808) 586-3420	Yes—certification	Hawaii issues a teacher's certificate for TESOL for the secondary (7–12) level only. The requirement for ESOL certification is the completion of a state-approved teacher education program in TESOL for grades 7–12. Requirements for the initial professional teacher's certificate include (a) graduation from a baccalaureate degree program, or (b) graduation from a 5th-year or master's degree state-approved teacher education program in TESOL, and (c) passing scores on the NTE Core Battery and the TESL Specialty Test.
Idaho Department of Education State of Idaho Len B. Jordan Office Building Boise, ID 83720 (208) 334-3475	Yes—certification	Idaho accepts for certification individuals who have completed an approved ESL program at a college or university consisting of a 20-semester-hour mix of foreign language, ESL methods, and multicultural issues. Teachers are certified for the secondary level.
Illinois Barry H. Weiss Teacher Education and Certification Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-3774	Yes—endorsement	Requirements for an ESL endorsement include (a) an Illinois elementary, secondary, or early childhood teaching certificate; (b) 100 clock hours of ESL clinical experience; and (c) 18 semester hours of required courses. Teachers are certified only for the level in which their certificate is valid.
Indiana Leslie Hawker Director of Teacher Certification Indiana Department of Education Room 229 State House Indianapolis, IN 46204-2798 (317) 232-6610	Yes—endorsement	The ESL endorsement goes on any license. Coursework requirements include (a) general linguistics and English linguistics with a focus on the structure of language, (b) psycholinguistics and sociolinguistics as concerned with language acquisition, (c) culture and society with an emphasis on sociocultural systems and cultural pluralism, (d) literature with at least one course in children's or adolescent's literature, (e) methods and materials for ESL teaching, and (f) a practicum in an ESL setting.

State Further Information	Is there certification endorsement licensure in TESOL?	Comments or further requirements
Iowa Orrin Nearhoof, Executive Director Bureau of Educational Examiners Grimes State Office Building Des Moines, IA 50319-0147 (515) 281-3245	Yes—endorsement	ESL teachers must meet the professional education core requirements common to all preparation programs. An ESL endorsement for grades K–12 requires 24 semester hours of coursework in ESL, including (a) teaching ESL, (b) applied linguistics, (c) bilingual education, (d) language in culture (e) nature of language, and (f) language acquisition.
Kansas Nancy Green, Director Teacher Certification Kansas State Department of Education 120 East 10th Avenue Topeka, KS 66612-1182 (913) 296-2288	Yes—endorsement	ESL endorsement is awarded upon successful completion of a teacher education program in ESL. Until July 1, 1992, Bilingual or ESL endorsement may be received after the completion of a state-approved program or through an Appeal Committee. Requirements are (a) 1 year of experience, and (b) 6 semester hours of ESL coursework.
Kentucky Traci Bliss Office of Teacher Education and Certification Capital Plaza Tower, 18th Floor 500 Mero Street Frankfort, KY 40601 (502) 564-4770	Yes—endorsement	Requirements for ESL endorsement on K–12, 5–8, and 9–12 certificates include (a) 12 semester hours of additional coursework in linguistics, applied linguistics, methods and materials, and understanding language; (b) 6 semester hours in a foreign language; and (c) proficiency in speaking English.
Louisiana Norma Hernandez, Education Section Administrator Bilingual Education English as a Second Language Section Louisiana Department of Education PO Box 94064, Room 701 Baton Rouge, LA 70804-9064 (504) 342-3490	Yes—endorsement	"English as a Second Language" will be added to the certificate of any teacher who holds a regular teaching certificate and successfully completes 12 hours of additional coursework in the following areas: (a) methods for teaching ESL, (b) an introduction to language and culture, (c) the structure of the English language, and (d) curriculum design for the multicultural classroom.
Maine Mary E. Robinson, Director Division of Certification and Placement Maine Department of Education State House Station #23 Augusta, ME 04333-0023 (207) 289-5944 or 5945	Yes—endorsement	Requirements for ESL endorsement include (a) possession of a provisional, professional, or master's level certificate; and (b) 15 semester hours of coursework: 3 hours each in ESL methods and materials, linguistics and language acquisition, culture studies, curriculum development, and assessment and testing; or (c) a minimum of 9 semester hours form the five areas above, with no more than 3 hours in any one area; and a minimum of 3 years of successful teaching experience in a K–12 or postsecondary program of ESL or EFL that meets Maine's validation standards.

State Further Information	Is there certification/ endorsement licensure in TESOL?	Comments or further requirements
Maryland Dorothy V. Huss Specialist in Foreign and Second Language Learning Division of Certification and Accreditation Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201 (301) 333-2142	Yes—certification	Requirements for certification in ESL, grades K–12, include (a) a bachelor's degree from an accredited university, (b) 21 semester hours of coursework in —American English and linguistics (6 semester hours) —foreign language (6 semester hours) —cross-cultural studies (3 semester hours) —language learning (6 semester hours) (c) 21 semester hours of professional education, including —foundations of education (6 semester hours) —ESOL methodology (12 semester hours) —student teaching (12 semester hours) —special education (3 semester hours).
Massachusetts Bureau of Teacher Certification 1385 Hancock Street Quincy, MA 02169 (617) 770-7517	Yes—certification	ESL certificates are issued for K–3, 1–6, 5–9, and 9–12. The requirements for all of these certificates include (a) a demonstrated proficiency in reading, writing, and speaking American English at a level determined by the Board of Education; (b) 30 hours of coursework in language, (c) the completion of a pre-practicum consisting of 21 semester hours of coursework and other experience related to effective teaching, and (d) the successful completion of a practicum made up of 300 clock hours of supervised teaching.
Michigan Carolyn Logan, Director Teacher Preparation and Certification Department of Education PO Box 30008 Lansing, MI 48909 (517) 373-3310	No	Although there is no endorsement for ESL, students in teacher preparation programs may take courses in ESL as part of the required professional education sequence.
Minnesota Mary P. Diaz Program and Curriculum Specialist LEP Education Unit State Department of Education Capitol Square Building, Number 801 550 Cedar Street St. Paul, MN 55101 (612) 296-1063	Yes—licensure	The requirements for a K–12 ESL license include (a) a minimum of 36 quarter hours in linguistics, English language, psycholinguistics, sociolinguistics, language and culture, and the teaching of reading to limited English proficient students; (b) experience in learning a second language; (c) professional education courses; and (d) an evaluation of prior experience and training.

State Further Information	Is there certification/ endorsement licensure in TESOL?	Comments or further requirements
Mississippi James J. Hancock, Director Teacher Certification Mississippi State Department of Education PO Box 771 Jackson, MS 39205 (601) 359-3483	Yes—endorsement	Endorsement for teaching ESL requires competencies in the following areas: language principles, language acquisition, methodology, cross-cultural awareness, and assessment.
Missouri Jo Albers, Director Teacher Certification Missouri Department of Elementary and Secondary Education PO Box 480 Jefferson City, MO 65102 (314) 751-3486	Yes—certification	Requirements for certification are (a) a Missouri teaching certificate in another subject, and (b) at least 21 semester hours in specific coursework.
Montana Office of Public Instruction Certification Department State Capitol Helena, MT 59620 (406) 444-3150	Yes—certification	Requirements for certification include (a) completion of an approved TESL program at a state or regionally accredited college or university; (b) competence in English language, linguistics, language and culture; (c) training in K–12 methods; (d) professional education coursework; and (e) experience learning a second language.
Nebraska Robert W. Crosier, Director Teacher Education and Certification Nebraska Department of Education PO Box 94987 Lincoln, NE 68509 (402) 471-2496 or 2497	Yes—endorsement	ESL endorsement is possible upon completion of a formerly approved teacher education program and an ESL endorsement program, or ESL teachers may hold the English Language Arts Field Endorsement, which qualifies an individual to teach and direct curricular activities in composition/language, literature, speech, drama, public media, and journalism in grades K–12. Sixty-five semester hours in specified areas is the minimum requirement for the field endorsement in Language Arts.
Nevada Office of Teacher Licensure Nevada Department of Education State Mailroom Las Vegas, NV 89158 (702) 486-6457	Yes—endorsement	The requirements for an ESL endorsement include (a) an elementary or secondary license; and (b) 12 semester hours of coursework in methods and materials for TESL, second language acquisition, testing and evaluation, and curriculum.
New Hampshire Bureau of Teacher Education and Professional Standards State Department of Education State Office Park South 101 Pleasant Street Concord, NH 03301 (603) 271-2407	Yes—certification	A teacher may be certified through completion of an approved program to prepare ESL teachers.

State Further Information	Is there certification endorsement licensure in TESOL?	Comments or further requirements
New Jersey Ida B. Graham, Acting Director, Teacher Certification Bureau of Teacher Certification and Academic Credentials State Department of Education CN503 Trenton, NJ 08625-0503 (609) 292-2070	Yes—certification	ESL certification is earned in three stages: (a) certificate of eligibility, requiring a bachelor's degree and a passing score on the Basic Communications Skills Test; (b) provisional certification (waived for new ESL teachers who have a standard instructional certificate and who have completed 12 hours of approved ESL coursework); and (c) standard certification, requiring completion of an on-the-job induction program (waived for ESL teachers who have a standard instructional certificate or who completed ESL instruction in college) consisting of 180 hours of formal instruction in ESL education.
New Mexico Professional Licensure Unit New Mexico Department of Education Education Building Santa Fe, NM 87503 (505) 827-6587	Yes—licensure	Requirements for ESL licensure include: (a) a bachelor's degree from an accredited college or university; (b) 30 to 36 semester hours in professional elementary education or 24 to 30 semester hours in secondary or K–12 education; and (c) 24 to 36 semester hours in the teaching field of ESL.
New York Charles C. Mackey, Jr. Office of Teaching State Education Department Cultural Education Center, Room 5A-11 Albany, NY 12054 (518) 474-3901	Yes—certification	Requirements for a permanent ESL certificate include: (a) a baccalaureate degree; (b) 12 semester hours of study in professional education, including methods of TESOL; (c) 12 semester hours of study in a language and culture other than English; (d) 12 semester hours of study in ESL, including sociological and anthropological aspects of English, linguistics, and bilingual education; (e) proficiency in English; and (f) qualifying scores on the NTE Core Battery Test.
North Carolina Brock Van Murray L. Gerard Toussaint Department of Public Instruction Education Building Raleigh, NC 27603-1712 (919) 733-4125	Yes—certification	The K–12 ESL certificate is added to a North Carolina certificate in some area. Teachers must be certified in the state and be employed teaching limited English proficient children. They may pursue an approved certification program or the field-based route.
North Dakota Ordean M. Lindemann Director of Teacher Certification Department of Public Instruction 600 East Boulevard Bismarck, ND 58505 (701) 224-2264	Yes—endorsement	Requirements for an ESL endorsement for any certified teacher are 16 semester hours or 24 quarter hours of college coursework in foundations (4 semester hours), linguistics (6 semester hours), methods (2 semester hours), assessment (2 semester hours), and field experience (2 semester hours).

State Further Information	Is there certification/endorsement/licensure in TESOL?	Comments or further requirements
Ohio Jerry L. Kienke, Director Division of Teacher Education and Certification Ohio Department of Education 65 South Front Street, Room 1012 Columbus, OH 43266 (614) 466-3593	Yes—validation	ESL validation may be added to a standard teaching certificate. Twenty semester hours in a TESOL approved program is required for validation.
Oklahoma Jan Wilson, Director State Department of Education Oliver Hodge Memorial Education Bldg. 2500 North Lincoln Boulevard Oklahoma City, OK 73105-4599 (405) 521-3337	Yes—endorsement	An endorsement for ESL requires 24 semester hours to be selected from the following categories: (a) linguistics and second language acquisition (6 semester hours minimum); (b) cultural history of the United States (6 semester hours minimum); (c) teaching ESL, assessment and interpretation of language proficiency, and instruction of limited English proficient students (9 semester hours minimum); and (d) electives from the above categories or related areas.
Oregon Janet Madland, Coordinator of Teacher Certification Teacher Standards and Practices Commission 580 State Street, E203 Salem, OR 97301-3782 (503) 378-3586	No	No special TESL certificate is issued or required; the teacher must hold a certificate valid for teaching at the grade level of assignment.
Pennsylvania Russell Sutton, Chief Division of Staffing Bureau of Teacher Preparation and Certification Department of Education 333 Market Street Harrisburg, PA 17126-0333 (717) 787-2967	No	A proposal under investigation seeks the Department's recommendation to the State Board of Education to establish discrete certificates for ESL.
Rhode Island School and Teacher Accreditation Rhode Island Department of Education 22 Hayes Street Providence, RI 02908 (401) 277-2675	Yes—endorsement	ESL is an endorsement on either a regular elementary teaching certificate or a secondary school English teaching certificate requiring 9 semester hours in the following areas: (a) methods and materials in TESL, (b) curriculum and language theory in ESL, and (c) current issues in ESL education.
South Carolina Tom Parks, Chief Supervisor Teacher Education State Department of Education 1429 Senate Columbia, SC 29201 (803) 734-8560	No	

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State Further Information	Is there certification, endorsement licensure in TESOL?	Comments or further requirements
South Dakota Margo Neuhauser, Director Bilingual Education-EEO Division of Elementary Education and Secondary Education Richard F. Kneip Building Pierre, SD 57501 (605) 773-3553	No	
Tennessee Susan Hudson, Director Office of Teacher Licensing 6th Floor, North Wing Cordell Hull Building Nashville, TN 37243-0377 (615) 741- 1644	Yes—endorsement	This endorsement is an add-on to teacher certification. The requirement for an ESL Endorsement K–12 is 20 semester hours in the following: (a) 6 semester hours in linguistics and English linguistics, (b) 8 semester hours in ESL pedagogy, (c) 4 semester hours in related studies, and (d) 2 semester hours in supervised ESL field experience.
Texas Elisa Guttierrez Director of Programs Division of Special Programs Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 (512) 463-9327	Information not provided.	
Utah Joan Patterson Office of Curriculum and Instruction Utah State Board of Education 250 East 500 South Street Salt Lake City, UT 84111 (801) 538-7776	Yes—certification	Requirements for an ESL certificate include (a) an approved teaching major of at least 45 quarter hours (30 semester hours), or (b) a minor of at least 24 quarter hours (16 semester hours), and (c) the completion of and recommendation for certification from an institutional program approved by the Utah State Board of Education.
Vermont Patricia Pallas Certification Officer Department of Education 120 State Street Montpelier, VT 05602 (802) 828-2445	No	
Virginia Linda M. Bradley, Director Division of Teacher Education and Certification Department of Education PO Box 6-Q Richmond, VA 23216 (804) 225-2022	Information not provided.	

State Further Information	Is there certification/ endorsement licensure in TESOL?	Comments or further requirements
Washington Professional Education and Certification Superintendent of Public Instruction PO Box 47200 Olympia, WA 98504-47200 (206) 753-6773	Yes—endorsement	An endorsement in ESL requires 24 quarter hours of coursework, including (a) structure of language or language acquisition, (b) culture and learning for the ESL student, (c) instructional methods in reading for the ESL student, (d) instructional methods in language arts for the ESL student, and (e) instructional methods in ESL.
Washington, DC Division of Teacher Services Room 1013 415 12th Street, NW Washington, DC 20004 (202) 724-4249	Yes—license	Requirements for an ESL license (K–Adult) include (a) competency in the English language as determined by an interview, (b) 6 semester credits of language study in a foreign language or demonstrated competency and a proficiency exam, and (c) a BA from an accredited institution. In addition, 15 semester hours in language and linguistics are required.
West Virginia Barbara Brazeau, Assistant Director, Certification Building 6, Room B-337 Capitol Complex Charleston, WV 25305 (304) 348-7010	No	
Wisconsin Sue Harris, Consultant Teacher Licensing Wisconsin Department of Public Instruction PO Box 7841 Madison, WI 53707 (608) 266-1027	Yes—licensure	The state of Wisconsin licenses teachers who have completed a state-approved program. Requirements for ESL certification include (a) a bachelor's degree, (b) 34 semester hours in an approved TESOL major and 24 semester hours in the minor, and (c) a recommendation for teaching from the preparing institution.
Wyoming Jack Mueller Wyoming Department of Education Hathaway Building, 2nd Floor 2300 Capitol Avenue Cheyenne, WY 82001 (307) 777-7673	No	Wyoming is considering program standards for certification in 1992.

Foreign Agencies

Foreign agencies, embassies and consulates may have information on teaching opportunities in foreign countries. They should also be contacted for information on visa and work permit requirements.

Foreign Countries

Agencies, Embassies, Consulates, Cultural Attachés and other offices

(Cultural attachés, language attachés c/o embassy if not noted otherwise)

Argentina

Office of the Embassy
1600 New Hampshire Ave., N.W.
Washington, DC 20008
(202) 362-5211

Consulate General
870 Market Street
San Francisco, CA 94102

Austria

Office of the Embassy
2343 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 483-1484

Consulate General
3440 Wilshire Blvd.
Los Angeles, CA 90010

Consulate General
256 Sutter Street
San Francisco, CA 94108

Austrian Press and Information Service
31 East 69th Street
New York, NY 10021

Austrian Institute
11 East 52nd Street
New York, NY 10022
(202) 759-5165
(Cultural information)

Austrian National Tourist Office
11601 Wilshire Blvd., Ste. 2480
Los Angeles, CA 90025-1760
(213) 477-3332

Belgium

Office of the Embassy
3330 Garfield St., N.W.
Washington, DC 20008
(202) 939-9200

Consulate General
3921 Wilshire Blvd., Ste. 600
Los Angeles, CA 90010

Please mention you saw it in the *SWCOLT Resource Book!*

Bolivia

Office of the Embassy
3014 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 483-4410

Consulate General
870 Market Street
San Francisco, CA 94102

Brazil

Office of the Embassy
3006 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 745-2700

Consulate General
5900 Wilshire Blvd., Suite 650
Los Angeles, CA 90036

Canada

Office of the Embassy
501 Pennsylvania Ave., N.W.
Washington, DC 20001
(202) 682-1740

Consulate General
One Maritime Plaza
Golden Gateway Center
San Francisco, CA 94111

Québec Government Delegation
11755 Wilshire Blvd., Ste. 2200
Los Angeles, CA 90025
(213) 477-2217

Québec Government Delegation
Space 100
2050 Stemmons Freeway
Dallas, TX 75258
(214) 742-6095

Chile

Office of the Embassy
1732 Massachusetts Ave., N.W.
Washington, DC 20036
(202) 785-1746

Cultural attaché: c/o Embassy

Consulate General
619 South Olive St., Suite 203
Los Angeles, CA 90014

China, People's Republic of

Office of the Embassy
2300 Connecticut Ave., N.W.
Washington, DC 20008
(202) 328-2500

This list is taken from the SWOLT (Southwest Conference on LanguageTeaching) Resource Book, 1990.

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Consular offices in:
Houston, TX
Los Angeles, CA

Colombia

Office of the Embassy
2118 Leroy Place, N.W.
Washington, DC 20008
(202) 387-8338
Consulate General
870 Market Street, Ste. 500
San Francisco, CA 94105

Costa Rica

Office of the Embassy
1825 Connecticut Ave., N.W.
Washington, DC 20009
(202) 234-2945

Consulate General
1680 Vine Street
Los Angeles, CA

Cyprus

Office of the Embassy
2211 R St., N.W.
Washington, DC 20008
(202) 462-5772

Consulate General
2933 Webster Rd.
Oakland, CA 94609

Czechoslovakia

Office of the Embassy
3900 Linnean Ave., N.W.
Washington, DC 20008

Denmark

Office of the Embassy
3200 Whitehaven St., N.W.
Washington, DC 20008
(202) 234-4300

Consulate General
3440 Wilshire Blvd., Suite 904
Los Angeles, CA 90010

Dominican Republic

Office of the Embassy
1715 22nd St., N.W.
Washington, DC 20008
(202) 332-6280

Consulate General
870 Market Street, Suite 982
San Francisco, CA 94103

Ecuador

Office of the Embassy
2535 15th St., N.W.
Washington, DC 20009
(202) 234-7200

Consulate General
548 S. Spring Street
Los Angeles, CA 90013

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Egypt, Arab Republic of

Office of the Embassy
2310 Decatur Place, N.W.
Washington, DC 20008

Consulate General
3001 Pacific Avenue
San Francisco, CA 94115

El Salvador

Office of the Embassy
2308 California St., N.W.
Washington, DC 20008
(202) 265-3480

Consulate General
870 Market Street, Ste. 721
San Francisco, CA 94102

Finland

Office of the Embassy
3216 New Mexico Ave., N.W.
Washington, DC 20016
(202) 363-2430

Consulate General
120 Montgomery St., Ste. 2175
San Francisco, CA 94104

France

Office of the Embassy
4101 Reservoir Rd., N.W.
Washington, DC 20007
(202) 944-6000

Ambassade de France
Services du Conseiller Culturel
972 Fifth Avenue
New York, NY 10021
(212) 439-1400
Fax: (212) 439-1455

Mr. Claude Kieffer
Attaché for Pedogogical Matters
Education Projects
972 Fifth Avenue
New York, NY 10021

Consulate General
8350 Wilshire Blvd.
Los Angeles, CA 90010

Consulate General
540 Bush Street
San Francisco, CA 94108

Consular offices also in:
Atlanta, GA
Boston, MA
Denver, CO
Chicago, IL
Honolulu, HI
Houston, TX
New Orleans, LA

French language and cultural services:
Jean-Michel Cabanis
Attaché linguistique
540 Bush Street
San Francisco, CA 94108
(415) 397-4330

Alain Riottot
Attaché culturel
540 Bush Street
San Francisco, CA 94108
(415) 397-4330
French Film Office
745 Fifth Avenue
New York, NY 10151
(Promotes French films, film festivals)

French Government Tourist Office
1 Hallidie Plaza, Ste. 250
San Francisco, CA 94102

French Government Tourist Office
610 Fifth Avenue
New York, NY 10020

French News Hotline
(Telephone news in French and English)
Houston: (713) 653-8361
Los Angeles: (213) 653-8361
San Francisco: (415) 981-7999

MintelNet
(French computer network for Minitel in U.S.)
(800) 822-MNET

German Democratic Republic (East Germany)

Office of the Embassy
1717 Massachusetts Ave., N.W.
Washington, DC 20036
(202) 232-3134

U.S. Committee for Friendship with the GDR
85 East 4th Street
New York, NY 10003
(212) 473-1441

Germany, Federal Republic of (West Germany)

Office of the Embassy
4645 Reservoir Rd, N.W.
Washington, DC 20007
(202) 298-4000

Consulate General
1960 Jackson Street
San Francisco, CA 94109

Consulate General
1900 Yorktown, Suite 405
Houston, TX 77056

Consulate General
6435 Wilshire Blvd.
Los Angeles, CA 90048

Consular offices also in:
Albuquerque, NM
Corpus Christi, TX
Dallas, TX
Denver, CO
Las Vegas, NV
Phoenix, AZ
San Diego, CA
Salt Lake City, UT

Cultural, language services:

Goethe Institute
3120 Southwest Freeway #100
Houston, TX 77098
(713) 528-2787

Goethe Institute
8501 Wilshire Blvd., Suite 205
Beverly Hills, CA 90211
(213) 854-0993

Goethe Institute
530 Bush Street
San Francisco, CA 94108
(415) 391-0370

German National Tourist Office
444 S. Flower St., Ste. 2230
Los Angeles, CA 90017
(213) 688-7332

German National Tourist Office
747 Third Ave.
New York, NY 10017
(212) 308-3300

Greece

Office of the Embassy
2221 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 667-3168

Consulate General
2441 Gough St.
San Francisco, CA 94108

Consular offices also in:
Los Angeles, CA
New York, NY

Guatemala

Office of the Embassy
2220 R Street, N.W.
Washington, DC 20008
(202) 745-4952

Consulate General
408 S. Spring Street
Los Angeles, CA 90013

Consular offices also in:
Houston, TX
San Diego, CA
San Francisco, CA
San Mateo, CA

Haiti

Office of the Embassy
2311 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 332-4090

Honduras

Office of the Embassy
Suite 100
4301 Connecticut Ave., N.W.
Washington, DC 20008
(202) 966-7700

Consulate General
548 S. Spring Street
Los Angeles, CA 90013

Hungary

Office of the Embassy
3910 Shoemaker St., N.W.
Washington, DC 20008
(202) 362-6730

Israel

Office of the Embassy
3514 International Dr.
Washington, DC 20008
(202) 364-5500

Consular offices in:
Houston, TX
Los Angeles, CA
San Francisco, CA

Italy

Office of the Embassy
1601 Fuller Street
Washington, DC 20009
(202) 328-5500

Consulate General
2590 Webster St
San Francisco, CA 94115

Consular offices also in:
Albuquerque, NM
Dallas, TX
Houston, TX
Los Angeles, CA
San Francisco, CA

Japan

Office of the Embassy
2520 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 234-2266

Consulate General
1601 Post St.
San Francisco, CA 94115

Korea, Republic of (South)

Office of the Embassy
2370 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 939-5600

Consulate General
5455 Wilshire Blvd., Ste. 1101
Los Angeles, CA 90036

Luxembourg

Office of the Embassy
2200 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 265-4171

Consular offices in:
Los Angeles, CA
San Francisco, CA

Mexico

Office of the Embassy
2829 16th St., N.W.
Washington, DC 20009
(202) 234-6000

Consulate General
870 Market Street, #528
San Francisco, CA 94102

Consular offices also in:
Albuquerque, NM
Denver, CO
Houston, TX
Los Angeles, CA
Phoenix, AZ
Salt Lake City, UT

Monaco

Monaco's interests are represented by France.

Consulate General of Monaco
845 3rd Ave.
New York, NY 10022
(212) 759-5227

Netherlands

Office of the Embassy
4200 Linnean Ave., N.W.
Washington, DC 20008
(202) 244-5300

Consulate General
712 International Building
601 California Street
San Francisco, CA 94108

Norway

Office of the Embassy
2720 34th St., N.W.
Washington, DC 20008
(202) 333-6000

Consulate General
Two Embarcadero Center
San Francisco, CA 94111

Panama

Office of the Embassy
2862 McGill Terrace, N.W.
Washington, DC 20008
(202) 483-1407

Consulate General
870 Market Street
San Francisco, CA 94102

Paraguay

Office of the Embassy
2400 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 483-6960

Peru

Office of the Embassy
1700 Massachusetts Ave., N.W.
Washington, DC 20036
(202) 833-9860
Consulate General
870 Market Street, Suite 482
San Francisco, CA 94102

Phillipines

Office of the Embassy
1617 Massachusetts Ave., N.W.
Washington, DC 20036
(202) 483-1414

Consulate General
Phillipine Center Bldg.
447 Sutter St., 6th Floor
San Francisco, CA 94108

Poland

Office of the Embassy
2640 16th St., N.W.
Washington, DC 20009
(202) 234-3800

Consulate General
1530 N. Lakeshore Drive
Chicago, IL 60610

Portugal

Office of the Embassy
2125 Kalorama Rd., N.W.
Washington, DC 20008
(202) 328-8610

Consulate General
3298 Washington St.
San Francisco, CA 94115

Romania

Office of the Embassy
1607 23rd St., N.W.
Washington, DC 20008
(202) 232-4747

Saudi Arabia

Office of the Embassy
601 New Hampshire Ave., N.W.
Washington, DC 20037
(202) 342-3800

Soviet Union

Office of the Embassy
1125 16th St., N.W.
Washington, DC 20036
(202) 628-7551

Consulate General
1825 Phelps Place, N.W.
Washington, DC

Intourist
630 Fifth Ave., #868
New York, NY

Spain

Office of the Embassy
2700 15th Ave., N.W.
Washington, DC 20009
(202) 265-0190

Consulate General
870 Market Street
San Francisco, CA 94102

Sweden

Office of the Embassy
600 New Hampshire Ave., N.W.
Washington, DC 20037
(202) 944-5600

Consulate General
120 Montgomery St.
San Francisco, CA 94104

Switzerland

Office of the Embassy
2900 Cathedral Ave., N.W.
Washington, DC 20008
(202) 745-7900

Consulate General
235 Montgomery St.
San Francisco, CA 94104

Union of Soviet Socialist Republics

(See Soviet Union)

Uruguay

Office of the Embassy
1918 F Street, N.W.
Washington, DC 20006
(202) 331-1313

Venezuela

Office of the Embassy
2445 Massachusetts Ave., N.W.
Washington, DC 20008
(202) 797-3800

Consulate General
870 Market Street, Suite 665
San Francisco, CA 94102

Yugoslavia

Office of the Embassy
2410 California St., N.W.
Washington, DC 20008
(202) 462-6566

Consulate General
767 Third Ave.
New York, NY 10017

Consular offices also in:
Houston, TX
San Francisco, CA

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As of July 1994 TESOL established affiliation with 80 worldwide independent organizations.

TESOL's Worldwide Affiliates

Alabama-Mississippi TESOL (AMTESOL)
Alaska Association of Bilingual Education (AKABE)
Alberta Teachers of English as a Second Language (ATESOL)
Argentina TESOL
Arizona TESOL (AZ-TESOL)
Australia—New South Wales Association of English to Speakers of Other Languages (A.T.E.S.O.L.)
Australia—Victoria Association of TESOL and Multicultura Education (VATME)
Baltimore Area TESOL (BATESOL)
Brazil TESOL (BRAZ-TESOL)
British Columbia Association of Teachers of English as an Additional Language (B.C.T.E.A.L.)
Bulgaria— Bulgarian American Teachers Association (BATE)
California Association of TESOL (CATESOL)
Carolina TESOL (North and South Carolina TESOL)
TESOL Chile
Colombia—Asociacion Colombia de Profesores de Ingles (ASOCOPI)
Colorado TESOL (CoTESOL)
Connecticut TESOL (ConnTESOL)
Croatian Association of Teachers of English (CRO-TESOL)
Czech Republic—Association of Teachers of English in the Czech Republic (ATE)
Dominican Association of Teachers of English (DATE)
Ecuador—Federation Nacional de Profesores de Ingles de Universidades y Politecnicas del Ecuador (FENAPIUPE)
Florida—Florida TESOL (FLATESOL)
Florida—Sunshine State TESOL of Florida
TESOL France
Georgia TESOL (GATESOL)
Guam—Developing English Language Teaching Association (DELTA)
Hawaii Council of Teachers of English (HCTE)
Honduras TESOL
Hungary—IATFL Hungary
Illinois TESOL/Bilingual Education (Illinois TESOL/BE)
Indiana TESOL (INTESOL)
Intermountain TESOL (I-TESOL)
Israel TESOL (ISRATESOL)
TESOL Italy
Japan Association of Language Teachers (JALT)
Kansas TESOL (KATESOL)
Kentucky TESOL (KYTESOL)
Korea—Association of English Teachers of Korea (AETK)
Louisiana TESOL (LaTESOL)
Massachusetts TESOL (MATSOL)
Mexico TESOL (MEXTESOL)
Michigan TESOL (MITESOL)
Mid-America TESOL (MIDTESOL)
Minnesota TESOL (MinneTESOL)
Moscow—Teachers of English to Speakers of Other Languages in Moscow Association of Applied Linguistics (TESOL in MAAL)
New Jersey—New Jersey Bilingual Educators (NJTESOL/NJBE)
New Mexico TESOL (NMTESOL)
New York State TESOL (NYSTESOL)
Northern New England TESOL (NNETESOL)
Ohio TESOL
Oklahoma TESOL (OKTESOL)
Ontario—TESL Association of Ontario (TESL Ontario)
Oregon TESOL (ORTESOL)
Pakistan—Society of Pakistani English Language Teachers (SPELT)
Panama TESOL
Paraguay TESOL
Pennsylvania—Eastern Pennsylvania TESOL (PennTESOL-East)
Pennsylvania—Three Rivers TESOL (West VA., Ohio & W. Pennsylvania) (3-R TESOL)
Peru TESOL
Portugal—(Associacao Portuguesa de Professores de Ingles (APPI)
Puerto Rico TESOL (P.R.TESOL)
Quebec—Societe pour la promotion de l'enseignement de l'anglais (et langue seconde) au Quebec (SPEAQ)
TESOL Scotland
South Africa TESOL (SATESOL)
TESOL Spain
Sweden—Lärarna I Moderna Språk (LMS)
Taiwan—English Teacher's Association of the Republic of China (ETAROC)
Tennessee TESOL (TNTESOL)
TEXTESOL-I (El Paso, Texas area)
TEXTESOL-II (San Antonio, Texas area)
TEXTESOL-III (Austin, Texas area)
TEXTESOL-IV (Houston, Texas area)
TEXTESOL-V (Dallas, Texas area)
Thailand TESOL (ThaiTESOL)
Uruguay TESOL (URUTESOL)
Venezuela TESOL (VENTESOL)
Southern Virginia Association of TESOL (SOVA TESOL)
Washington Association of English to Speakers of Other Languages (WAESOL)
Washington Area TESOL (WATESOL)

For contact information write to TESOL, Department of Field Services, 1600 Cameron Street, Suite 300, Alexandria, VA 22314. Tel. 703-836-0774 • Fax 703-836-7864.

What Every ESL Teacher Should Have on the Bookshelf

A "Bare-Bones" Bibliography

A full twelve pages of the April 1987 issue (Vol. XXI, No. 2) of the *TESOL Newsletter* was dedicated to a project begun in 1979 by John Haskell, former TESOL President (1983-84). The idea was to ask a number of respected teacher trainers from the U.S. and abroad to choose ten books they would consider a basic library for an ESL/EFL teacher; hence the name "Bare-Bones Bibliography". In all there were some 200 different entries reflecting the personal tastes and professional orientations of the 25 educators who were surveyed. However, these were the fifteen entries that appeared most offen:

Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Celce-Murcia, Marianne and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley, Mass.: Newbury House.

Richards, Jack and Theodore Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. London: Cambridge University Press.

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching (Second edition)*. Englewood Cliffs, NJ: Prentice Hall.

Stevick, Earl. 1980. *Teaching Languages: A Way and Ways*. Rowley, Mass.: Newbury House.

Blair, Robert. 1982. *Innovative Approaches to Language Teaching*. Rowley, Mass.: Newbury House.

Celce-Murcia, Marianne and Lois McIntosh. 1979. *Teaching English as a Second or Foreign Language*. Rowley, Mass.: Newbury House.

Krashen, Stephen and Tracey Terrell. 1983. *The Natural Approach: Language Acquisition in the Classroom*. San Francisco.

Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. London: Oxford University Press.

McArthur, Tom. 1981. *The Longman Lexicon of Contemporary English*. London: Longman.

Oller, John and Richard-Amato, Patricia. 1983. *Methods That Work: A Smorgasboard of Ideas for Language Teachers*. Rowley, Mass.: Newbury House.

Raimes, Ann. 1983. *Techniques in Teaching Writing*. New York: Oxford Press.

Stevick, Earl. 1976. *Memory, Meaning and Method*. Rowley, Mass.: Newbury House.

Stevick, Earl. 1986. *Images and Options in the Language Classroom*. London: Cambridge University Press.

Bowen, J. Donald, Harold Madsen, and Ann Hilferty. 1985. *TESOL Techniques and Procedures*. Rowley, Mass.: Newbury House

From WITESOL Newsletter, Spring 1987

As of March 1995 TESOL established affiliation with 84 worldwide independent organizations.

TESOL's Worldwide Affiliates

Alabama-Mississippi TESOL (AMTESOL)
Alaska Association of Bilingual Education (AKABE)
Alberta Teachers of English as a Second Language (ATESOL)
Argentina TESOL
Arizona TESOL (AZ-TESOL)
Australia—New South Wales Association of English to Speakers of Other Languages (A.T.E.S.O.L.)
Australia—Victoria Association of TESOL and Multicultura Education (VATME)
Baltimore Area TESOL (BATESOL)
Brazil TESOL (BRAZ-TESOL)
British Columbia Association of Teachers of English as an Additional Language (B.C.T.E.A.L.)
Bulgaria— Bulgarian American Teachers Association (BATE)
California Association of TESOL (CATESOL)
Carolina TESOL (North and South Carolina TESOL)
TESOL Chile
Colombia—Asociacion Colombia de Profesores de Ingles (ASOCOPI)
Colorado TESOL (CoTESOL)
Connecticut TESOL (ConnTESOL)
Croatian Association of Teachers of English (CRO-TESOL)
Cuba—Grupo de Especialistas en Lengua Inglesa (GELI)
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¿ Ask the *TJ* ?

Editor's Note: Our Spring issue posed a question about EFL materials, one often asked by new MA TESOL graduates as they leave for their first teaching position abroad.

I am going to teach EFL in a country institution with few materials or resources. What 5-10 student textbooks would you recommend that I take with me?

Each response below specifies the kind of learners for whom the recommendation is appropriate. The respondents suggest that these materials will provide EFL instructors with the minimum resources they will need if the institution has few of its own.

Dear *TJ*,

In working with professionals from Vietnam, China, Korea, and Hungary in intensive EFL programs in Asia and Europe, I have found the following texts to be effective with beginning-level students. Because up-to-date ESOL materials were scarce in the settings in which I have worked, these books were particularly valuable in that they were adaptable to the special needs and interests of my students.

English in Situations (R. O'Neill, 1977, Oxford University Press) is a grammar-based textbook that progresses from beginning to high-intermediate level. Grammar points are presented in short situations. Besides providing practice in grammatical accuracy, the situations present useful vocabulary. Additional exercises include audiolingual drills for those teachers who believe in drilling (in small doses, of course). The book also allows for creative language generation by asking students to use the target structure in response to short, realistic situations.

Coast to Coast, Books 1-3 (J. Harmer & H. Surguine, 1987, Longman) is one of several good integrated series that provides practice primarily in listening and speaking, and to a lesser extent, in basic reading and writing. This series integrates skills within each unit. A typical unit, which usually has one or two new grammar points, begins with a dialogue on cassette followed by questions and exercises. Each unit also contains short dialogues that illustrate functions such as apologizing and disagreeing. Of special value in this series are "Interactions," often presented as information-gap exercises requiring students to work together in dyads or small groups. A mystery story on cassette, presented in one episode per unit, gives additional listening practice in a natural and interesting format. This series easily provided enough activities for 2 hours per day.

Basic English Grammar (B. Azar, 1984, Prentice Hall) is an excellent supplement to an integrated book such as *Coast to Coast*, which does not provide much practice in acquiring grammar accuracy. My Hungarian students, who were used to a predominantly grammar-rule-based approach to language, enjoyed this book very much.

Can't Stop Talking (G. Rooks, 1983, Newbury House) is suitable for high-beginning- or low-intermediate-level students and worked well with students who were not hesitant to give their opinions on issues! Each of the 24 units is based on topics such as divorce, travel, opening a new restaurant. Many of the topics are culture-based and therefore have to be used with some care. Even if the topics cannot be used as they appear, they offer the teacher ideas in setting up problem-solution situations, which help build oral fluency. Once the students become familiar with the format, they can even create their own problem-solution situations.

Basic Composition for ESL (J. Huizenga, 1982, ScottForesman) is a suitable writing book for students at the high-beginning and low-intermediate levels. It is highly structured and introduces the basics of writing a short composition with a main idea sentence, supporting details as well as transitional phrases and connectors. The book does not allow for much creativity; still, I have found it extremely useful in getting students to develop a well-organized short composition.

Once students reach a high-beginning level, I introduce *Momentum* (B. Sosna & H. Abdulaziz, 1985, Holt, Rhinehart & Winston), a low-level reading book. The topics range from the medical profession to conservation of natural resources, the world of business, and computers and are, therefore, of great interest to adults. Each reading passage is short and organized so that the functions can be diagrammed easily (for teachers who use this method). Exercises build the reading skills of scanning, skimming, recognizing the main idea, vocabulary in context, and cohesive devices. Vocabulary is recycled and thus reinforced.

With these six books, any teacher can provide low-level adult students with all of the basic skills they will need.

Bennett Lindauer
American Language Institute
Georgetown University
Washington, DC, USA

Dear *TJ*,

If you are interested in teaching EFL in Germany, you are likely to find a job in the Fach Hoch Schulte which is similar to the community college system in the United States. You may also find positions tutoring high school students or consulting for business people who deal with international trade.

I recommend the following texts for teaching advanced learners in an academic setting:

- *Lexicarry* (P. Moran, 1984, Pro Lingua) covers a set of simple speech routines and a very broad spectrum of vocabulary.
- *Living in the USA* (A. Fantini, 1984, Experiment in International Living) describes what to expect when living in or visiting the USA.
- *Manual of American English Pronunciation* (C. Prator & B. Robinett, 1985, Harcourt Brace Jovanovich) has a thorough reference section and challenging exercises for working on prosodic features.
- *Say it Naturally* (A. Wall, 1987, Holt, Rinehart & Winston) encourages student creativity in realistic, open-ended role plays of various language functions.
- *Trouble Spots of English Grammar, Books 1-2* (M. Cook, 1983, Holt, Rinehart & Winston) provides long, detailed, analyti-

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